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McGill News

January 1972

Rigid teaching structures at McGill are breaking down. Students are gaining a new freedom to choose the topics they wish to study at the speed they find convenient (p. 7).



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McGill News
Volume 53, Number 1
January, 1972

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Many Quebecers concerned about higher education have been worried that the provincial government intends to centralize university operations, perhaps even to the extent of combining all the colleges into one giant, state-run institution. Their fears seemed confirmed in November when the government issued a working paper on "The Role of the Ministry of Education in Quebec's Higher Education." The document spells out, for the first time, government thinking towards the provincial *réseau* (network) of universities.

The paper, tabled by Dr. Bell for Senate consideration, drew howls of protest from McGill academics. Leading the way was Engineering Dean George d'Ombrain, who labelled the report "the most dreadful document I have ever seen." Contending that the paper was "totalitarian" and "damnable," he warned that "wars have been fought over such control of thought."

McGill Senators often engage in cathartic fits of verbal overkill and this was one such instance. The report is not a blueprint for an Orwellian educational system. In fact, the paper doesn't even delineate a specific policy but offers a patchwork of four disparate *réseaux* presented as if they were identical. The report seems to have been produced by either a muddle-headed bureaucrat incapable of clear thought or by an accomplished politician testing the wind.

The report opens by advising on page three that "the Quebec Ministry of Education mainly wants to play a role of coordinating self-governing establishments of higher learning" – a policy no one would quibble with.

On page four appears the next attempt to describe the *réseau*. The writer indicates that the government will "define the higher learning goals," and that the definition of objectives will be very precise in applied sciences and applied research since "these disciplines are directly related to the economic and social development of Quebec for which the government is responsible." However, the report assures educators of the "self-governing establishments of higher learning" already mentioned that the definition of goals will be made in close cooperation with the people concerned. It also declares that very specific educational roles will be entrusted to the universities, which will have full operational responsibility.

The Department of Education further dilutes university power on page seven, stating: "The Department preserves the right to strategic, global, or sectorial planning which is related to the general objectives, as well as the setting up of rules and norms. The Department has agreed that the establishments should have *the initiative to submit* their operational programs, which, while being based on the general objectives, can at the same time be compatible with the appropriate character of the establishment . . ." (emphasis ours).

Two pages further, the balance between government and universities has again subtly shifted in favour of the politicians and bureaucrats in Quebec City. A chart of the new educational system has the government presenting plans to the universities, which submit specific programs to the Department of Education. The department approves all programs, allocates resources and controls the attainment of the overall objectives.

Obviously, the provincial government must be involved in the educational process to some extent other than handing out multimillion-dollar cheques. Politicians have to ensure that the taxpayer's money is not squandered through needless duplication of services by Quebec universities. However, as the minister of education, Guy Saint-Pierre, himself observed – when addressing McGill graduates in Toronto – the degree of government intervention into university affairs should be inversely proportional to the coordination undertaken by the institutions themselves.

The power of government must be strictly limited to that of financial watchdog. Universities are the centre of knowledge, and society cannot afford to have politicians tampering with thought. Quebecers should also beware of allowing the same technocrats incapable of predicting or influencing the economy have a hand at forecasting manpower patterns and directing youth into specific occupations.

McGill's chancellor, Donald Hebb, is fond of paraphrasing Clemenceau and declaring, "Education is too important to be left to the academics." We agree and would add, "Education is too important to be left to the government and its bureaucrats." Both government and academics must share responsibility for higher education in a system similar to the *réseau* described on page three of the report. The writer should have stopped there – saving himself some work and other people a lot of worry. *H.S.*

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The *McGill News* is published six times per year, January, March, May, July, September, and November, by The Graduates' Society of McGill University and distributed to graduates of the university. The copyright of all contents is registered. Postage paid in cash at third-class rates, permit number H-6. Return postage guaranteed. Please address all editorial communications to: The *McGill News*, 3618 University Street, Montreal 112, Tel. 392-4813.
Change of address should be sent to: Records Department, 3618 University Street, Montreal 112.

What the Martlet hears

At 6'9" and 310 pounds, Redman John Naponick (number 13) is leading the league in intimidation of opposing players.



The Four-Year Budget Plan

To the outsider it often appears that the McGill community thrives on acronyms. Terms like CRUG, MAUT, CEGEP, ICC, and CLD are bandied about, somewhat mysteriously, in nearly every report of university activities.

In November, an important new abbreviated form was added to the McGill lexicon. FYP is the commonly used acronym for the Four-Year Budget Plan, a scheme dreamed up by a small group of administrators to solve the university's financial woes. The plan, acceded to by Senate, has been approved with some relish by the Board of Governors and is presently in the process of being implemented.

The goal of FYP is to ensure a balanced budget for McGill by 1975-76, without altering the pattern of annual expenditures too drastically so as to hurt the institution or cause undue hardship to the staff. The goal is to be achieved by holding back the annual inflationary rise in expenditures to 2.6% instead of the forecasted 5.8%. The $10 million remaining from McGill's free endowments will be employed to meet the deficits during the four-year period.

Besides delineating a sensible pattern of expenditure for the university as a whole, FYP details the appropriate budgets for each Faculty in the next four years, basing its figures on estimates of student enrolment and the cost per student ratios in each area. Management, which is expecting a large influx of students and is working with a small budget at present, will receive a staggering 54% increase in funds over the period. Law is expected to increase its spending by 20%, Music by 18%, and Education by 15%. On the low end of the scale are Science, Agriculture, and Arts, which because of the phasing out of the collegial program will all have enrolment decline. Their budgets will therefore only increase 5%, 7%, and 9% respectively. However, FYP's backers point out that the plan is flexible and if student enrolment in the various Faculties does not follow expected trends, the budget will be suitably altered.

While the four-year plan, with its statistical grounding and detailed Faculty by Faculty projections, is an administrator's dream, it has left many other members of the university community cold. Firstly, at about the same time that FYP was revealed, the university determined that administration officials had significantly underestimated enrolment for the current year, and that finding cast doubt on the validity of their statistical projections in the plan.

Secondly, the budget plan will eventually lead to some staff cuts — obviously unpleasant news for the faculty. While it appears that only half a dozen additional contracts will be terminated this year, in future a higher number of staff cuts is expected.

More importantly, many professors contend that although all the figures in FYP neatly work out to the administration's goal of a balanced budget, no consideration has been given to the effect of retrenchment on McGill's academic calibre. Economics Professor Sidney Ingerman summed up his colleagues' unease when he told Senate: "The university's hope does not lie in a good budget planning group but in the development of a good academic direction."

Many professors believe the administration is carried away with its financial computations and is leading the university into an ill-defin potentially dangerous academic position.

However, the attackers of FYP have not pr posed a sound alternative plan to replace it. The professors seem to be arguing that since they can't determine McGill's future after FYP or they don't like what they can determine, retrenchment should not take place. The university's administrators keep pointing out that McGill cannot adopt such an ostrich-like policy because if the institution continues on its present course, in two years it will run out of funds to meet its sizeable deficits.

The Board of Governors, which is responsible for McGill's finances, has sided with the administration and in closed session approved the controversial budgetary scheme. The board announced that it "found the plan sufficiently flexible to be responsive to the developing needs of the university while retaining the overall objective, recognized as necessary by both Senate and the board, of restoring the balance of the university's finances. The board is convinced that sound financial procedures will contribute greatly to the ability of the university to retain its academic integrity, and contribute worthily to the development of higher education in Quebec and Canada." □

Sports on a Shoestring Budget

In 1931 McGill's resident humorist, Stephen Leacock, penned "A Convenient Calendar for Future Years," which predicted that the major event of 1975 would be "the return of the basketball team from a four-year trip around the world at the expense of the college." Imagine Leacock's surprise if he were alive today. Rather than being in the middle of a world tour, the university's basketball squad has barely enough funds to travel to Sherbrooke.

A collection of hirsute, undisciplined, not particularly well-conditioned players, who are winning their games and having fun in the process, the basketball squad typifies the new look to McGill athletics this year. The team relies on coaching by a graduate younger than some of his players; the students supply their own running shoes and make do with last year's uniforms and practice gear; the traditional free meals after practices are but a memory; and the players travel to away games in their own cars instead of a team bus in order to stretch their minuscule $1200 budget as far as possible.

The Eleventh Beatty Lecturer

"Deoxyribonucleic acid. Deoxyribonucleic acid. Deoxyribonucleic acid. Repeat it. Spell it, and repeat it again. It is one of the most important words you will ever have to learn," Peter Ritchie-Calder instructed his readers in 1953, at the dawn of the DNA age. A high school dropout whose journalistic excellence and humanitarian efforts led to a life peerage, Lord Ritchie-Calder has spent the bulk of his lifetime in educating the British public on scientific matters and international relations. In November he came to McGill to perform the same task, delivering the eleventh series of Beatty Lectures.

The Beatty Lectures were established in 1952 as a memorial to former chancellor Sir Edward Beatty, and they serve as McGill's most distinguished lecture series. They not nly have brought such notables as Julian luxley, Arnold Toynbee, and Han Suyin) campus, but also have deeply im- nersed the guest speakers into the life of the university during their visits to campus.

Lord Ritchie-Calder spent two weeks at McGill, participating in various seminars, speaking to classes, and meeting with members of the staff. He even passed a lively, somewhat offbeat day as a guest of the Students' Society. A stiff and very proper gentleman, who delivered his lectures in a tuxedo, Lord Ritchie-Calder showed his relaxed, human side when the students took him to a day-care centre and other community projects they sponsor.

The highlight of Lord Ritchie-Calder's stay at McGill, however, was his three talks on "Science and Social Change." An expert in narrowing the gap between layman and specialist, he treated a host of scientific matters which hold serious implications for mankind.

In his first address, on "Science and International Relations," Ritchie-Calder introduced a recurring theme for his three lectures: "Never in the history of mankind, since our ancestors first mastered fire, have so many stupendous innovations impinged upon society, and never have the social instruments been so inadequate in dealing with change." He then outlined the dangers to international relations posed by technological innovations, dwelling on the possible catastrophic consequences of the atomic bomb.

The noted science writer also spoke in great detail about the wealth in the oceans, which he contends will become a major international issue. "Once we thought of the ocean bed as a desert with no wealth except sunken galleons and bullion ships," he recalled. "It was a place where we could safely dump all our trash including dangerous poisons and radioactive waste. Now we know it is nothing of the sort . . . The ocean has been described as a 'liquid mine.' It contains, in solution, in suspension, or in deposition all the earth's elements.

"Indications now are that there is likelihood of oil at depths well beyond the Continental Shelf, so there are possibilities of deep-sea oil drillings.



Beatty Lecturer Lord Ritchie-Calder interviews a girl who swears she has just returned from the moon, while other children in a Community McGill-aided day-care centre look on, eager to tell their imaginative tales.

Industrialists, who have their eyes on the [manganese] modules, reckon that they can be recovered by scraping and trawling the ocean floor. Thus the industrialization of the deep oceans is imminent."

Lord Ritchie-Calder warned that multinational corporations might attempt to exploit the oceans' wealth. He urged instead the creation of "a people's trusteeship to regulate concessions and see that the proceeds are distributed for the benefit of developing countries, land-locked as well as sea-bound, to redress the disparities of today."

The second lecture, on "Science and Human Rights," was highlighted by a discussion of various scientific advances which threaten man's rights. The first was wiretapping devices and modern viewing equipment. "With unrestricted availability of 'bugging' devices, the opportunities for the blackmailer, the common informer, and the character assassin increase," stressed the distinguished journalist. "The community will become hag-ridden by suspicion; human relationships will be destroyed; privacy and peace of mind will be wrecked. It is essential that the use of any such device, even by law-enforcement officers and agencies, should be rigorously restricted."

Another grave threat to human rights could come from the use of computers for the storage of a national human inventory. Lord Ritchie-Calder therefore cautioned society to distinguish between statistical data and personal data for computer records, and to allow people access to computer documentation on themselves.

The Beatty lecturer also asked some hard questions about medical advances: who should decide upon the proper recipients of organ transplants; should medical funds be directed towards intensive care units for the rich or conventional treatment for the poor; and what will be the effect on humanity of our ability to prolong life? He called for the creation of an international tribunal of ethics to survey medical changes and set a new personal ethic for doctors.

The third lecture, on "Science and Posterity," opened with the gloomy prospect that if nuclear war doesn't end life "the species may multiply so much and so fast that it will continue to starve or stifle itself to extinction."

The remaining content of the lecture was equally grim. Lord Ritchie-Calder catalogued the many forms of pollution which threaten humanity. He then closed this year's Beatty Lectures with a chilling warning about the dangers of manipulating genetics: "To me, the DNA or Bioengineering Age is even more portentous than the Atomic Age . . . we are dickering with the secret of life with no real understanding of the moral and ethical, or even the practical, consequences."□

Despite all the hardships the team faces, no one is complaining because the situation could have been much worse. The Martlet Foundation, which raised $32,000 from graduates last year to keep intercollegiate sports alive at McGill, had not originally intended to support a basketball team. However, the Foundation had not counted on the persuasive abilities of two 1969 graduates, Sam Wimisner and Ira Turetsky. Both had been approached by students interested in playing basketball this season, and they realized that the university could field a good team for relatively little money.

With the active support of Athletics Director Harry Griffiths, the duo approached the Martlet Foundation and obtained the funds for a team to be coached and managed on a voluntary basis. Wimisner, the coach of last year's championship junior varsity team and a former Redman, became the coach. Turetsky, a boisterous law student who for three years covered basketball for the *Daily*, became business manager and PR man.

Unfortunately, the two basketball impresarios had to devote so much energy to administering their team they nearly forgot about the details of the game itself. After an easy victory in their first match, the team met the class of the league, Loyola, who had won forty-nine consecutive games. Recalls a now-wiser Sam Wimisner: "Until the Loyola game we hadn't been paying much attention to basketball. We walked in and got shellacked."

Despite the 83-51 loss and a further defeat by Loyola in a rematch, at Christmas the basketball team was in second place in the league and a sure bet for the playoffs. The Redmen are the only team considered likely to topple Loyola from its championship perch, a rating based mainly on the strength of the squad's star player, John Naponick, a 6'9" former University of Virginia standout, who uses his 310-pound build to good advantage. The soft-spoken medical student has been leading the team in scoring, rebounding, and intimidation of opposing players.

Also operating this year on a meagre budget with volunteer coaches was the football team, which finished second in its league. Like the basketball squad, the football team practised and played in a more relaxed atmosphere than was prevalent in former coach Tom Mooney's reign. In fact, head coach John Roberts feels he may have been too lax: "Our aim was to treat the team like men with respect to drinking and smoking rules. However, we could have been tougher on them as football players. I think they wanted us to be more physically demanding."

The third major sport, hockey, has been given the biggest budget this year because it was the initial activity selected for support by the Martlet Foundation and the only one where paid coaching was provided for. Unfortunately, coach Dave Dies only had three players returning from last year's team and has been faced with building up a new team. While his squad occasionally plays decent hockey for a period or two, it lacks the depth and experience to keep up with its opponents for the whole game.

Despite the financial problems, intercollegiate athletics have not been confined to the three major sports. Teams have been fielded in tennis, sailing, rugger, golf, water-polo, and swimming. The tennis team won the league championship, and the swimming team is expected to do the same under the leadership of Pan-American medal winner John Hawes, and two-time runner-up as McGill's athlete of the year, Dave Johnson.

Along with those successes on the playing field has come some cheery financial news. The Alma Mater Fund has been very successful in raising money from graduates for athletics. Moreover, the Montreal Alouettes will be playing their home games for the next three years in Molson Stadium and will contribute about $50,000 revenue per season to the university, part of which will be directed to athletics.

The McGill administration has therefore indicated that a low budget, intercollegiate athletic program will definitely be maintained at the university in the future, a policy that is welcome news and a just reward to the many people who fought so hard to keep sports at McGill from dying.□

If It's Friday Evening, It Must Be McGill

In a recent article on the speakers who dominate the college lecture circuit, *The Chronicle of Higher Education* advised that the most popular and highest paid performer is the man who got the better of General Motors, Ralph Nader. The *Chronicle* revealed that in the week prior to publication of its article, the consumer dynamo spoke in Texas on Monday, Virginia on Tuesday, Mississippi and Florida on Wednesday, Georgia on Thursday, and Connecticut on Friday.

Nader uses his $3,000-$4,000 lecture fees to finance his many consumer study groups. It was therefore not surprising—even if it was disappointing to sesquicentennial planners—that when Nader accepted an invitation to come to Montreal and speak at McGill, he later decided to squeeze into his itinerary a luncheon talk to the Canadian Institutional Investor Conference and an afternoon lecture Loyola College.

Fortunately Nader is so intensely concerned with his consumer work that he does not lose his zeal even on the third speech of a hectic Friday. Speaking without a text, he gave a captivating, inspiring one-hour address on pollution and how it can be conquered.

The main thrust of Nader's speech was that corporations have not done enough to halt the "quiet, almost invisible violence" of pollution. He charged that the North American economy is controlled by giant corporations who will spend funds only on ventures which reap high, short-term profits. He observed that American corporations claim to have spent $3.5 billion on pollution abatement last year, whereas they hauled in $85 billion of pre-tax profits.

As might be expected, Nader centred his attack on the auto industry. He claimed that car manufacturers were first alerted to the ill side-effects of the internal combustion engine in 1940. "What have they done?" he asked rhetorically. "They have delayed and conspired to prevent investment in an alternative to the internal combustion engine."

He added that the industry is now spending money to try and save the internal combustion engine "because the engine is the best breeder of sales in auto parts. It starts tearing itself apart as soon as it leaves the factory. With the mark-up on parts higher than the original mark-up on the car, the auto manufacturers try to sell you a car again and again through parts."

But Nader wasn't out to attack only the automobile manufacturers; they were but a convenient symbol for all the polluters in the corporate world. "There are over 40,000 companies in violation of the 1899 law forbidding the putting of effluents into water, yet there is no mention of this activity in Mr. Agnew's speeches on law and order," he asserts.

Nader wants stiff jail sentences for corporation officials when they are involved in business crimes. He pointed out that only if polluters are subject to personal criminal action will they ever be interested in effectively attacking environmental problems.

Below: United States consumer advocate Ralph Nader slammed Big Business in a sesquicentennial lecture sponsored by the United Nations Association in Canada.

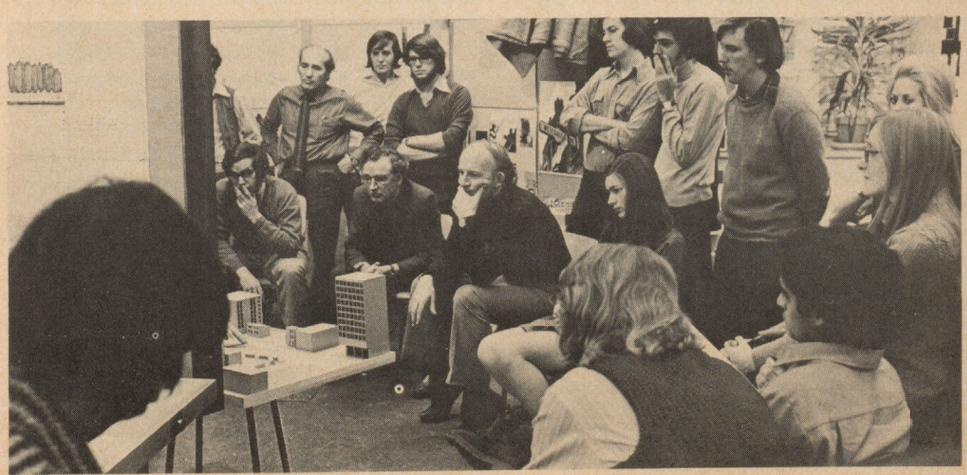
Bottom: Urban Planning Professor David Farley (centre) listens thoughtfully as an architecture student explains his project to a staff-student seminar.

The lengthy speech greatly moved the 1,000 eople who packed the High School of Mont- al auditorium. Unfortunately, after Nader's rmal lecture, the evening's quality declined. esquicentennial planners had attempted to resent a different format from the one Nader ces every day on his lecture tours and had ranged for "responses" to Nader's speech om invited guests before the question and nswer period.

Undoubtedly Nader will long remember the vening at McGill. He sat with a pained expression on his face as Beatty Lecturer Lord itchie-Calder, having trouble with the microphone, droned on unintelligibly, presumably bout pollution, and while the man known as Canada's Ralph Nader," Heward Grafftey, resented a political harangue against the anadian government.

By the time Nader received the chance to nswer questions, the audience—bored by the sponses and overcome by the heat in the uditorium—had dwindled to half its original ze. He quickly responded to a few questions, nd then quietly slipped off into the night. But efore leaving Montreal for the next speaking ngagement, Nader at least had a chance to e one aspect of McGill. He set off with Nader's Raider" Ken Dryden and Mrs. ryden for a snack at the McGill Sandwich hop, affectionately known as "The Grease" a fitting spot to visit for someone concerned bout the quality of life. □





Program for Urban Planning

avid Farley, BArch'59, chairman of the n-man Physical Planning Committee responble for McGill's new two-year urban planing program, brings to his position a wealth f academic and practical experience.

A former associate professor at Harvard and New York University, Farley served as executive director of New York's Urban Design Council, where he was responsible for advising Mayor John V. Lindsay on urban design and planning. An exciting job, the post involved uch issues as development along the river in Harlem, new subway alignment, the tower over Grand Central Station, and the mayor's policy n side-walk cafés.

Prior to working in New York, Farley spent wo years as senior planning designer for the Boston Redevelopment Authority. He is therefore most familiar with redevelopment and planning problems in large cities.

Farley contends that the autonomous

suburban community presents one of the major difficulties for American urban planners. He refers to these communities as "garrison suburbs," a noose of cities surrounding the urban centre. They contain the educated, voting elite and therefore have attained a controlling influence on state governments. The autonomous suburbs present a problem by refusing to financially support the older urban region, where society's low income housing is concentrated.

"Consider the plight of the low wage earner," states Farley. "He is locked into the downtown urban area. His job has moved outside the city, and owning a car has become a necessity." The cost of commuting and loss of time in the activity becomes critical in relation to his low income.

The problem of suburbs is just one of the many difficulties emerging from the evolution of the urban centre. It is the planner's responsibility to perceive and analyze the forces of urban growth and change. Such a task requires knowledge of many disciplines, and it is for this reason that Farley has created an interdisciplinary program which draws post-graduate students from a plethora of areas—economics, architecture, law, social work, civil engineering, geography, anthropology, and political science. The students can become concerned with urban planning yet at the same time maintain an expertise in their own field.

Through courses in the theory and practice of planning, municipal law, urban and regional economics, human ecology, and civic design, students are prepared to formulate plans and policies responsive to urban society's needs. Most universities emphasize the "core" courses in their planning programs, leaving other subjects supplementary. Farley has instead chosen a free-floating program composed of experts in a variety of fields. Many McGill departments contribute to the urban planning program by proposing students, offering courses, and taking part in the deliberations of the ten-man committee steering the program. Students receive a master's degree on successful completion of two years study and a thesis.

With Professor Farley's experience in teaching and urban counselling, both McGill and Montreal have gained by his decision to return to his alma mater.□

Internationalism Under Fire

McGill has long been proud of its international flavour. The provincial government, however, has not looked with favour on McGill's international roots, and views that source of university strength as evidence of the institution's anti-Quebec attitude.

Last spring the issue came to a head when the government advised Quebec universities of a plan to modify student tuition fees. A flat fee of $500 is to be charged in every Faculty of every university for Canadian citizens and those landed immigrants who with their parents have lived in the province for two years. All other students will be forced to pay $2500 for tuition.

McGill stands to be significantly hurt by the new policy, and the university's administrators quickly made their feelings known to the government. They expressed support for the notion of a $500 flat fee, which will involve a $100 saving for most McGill students with no loss in revenue to the institution because the government will cover the difference. However, they tried to make it clear to Department of Education officials that the $2500 charge on international students is "nonsensically high." The common practice in other locales is to have non-resident students pay two and a half times the fee of local students. McGill has therefore suggested that tuition be $1250.

The administrators also contested the narrow definition of students eligible for the $500 tuition charge. They believe that landed immigrant status should be sufficient or, if a domicile rule is absolutely necessary, it should simply be one year in Canada.

If the university's objections are ignored, the new fee structure would compound McGill's difficulties in maintaining its international status. This academic year's admissions statistics, tabled in November, reveal that Quebec's system of five-year, post-secondary education is finally taking its expected toll on the university. Although enrolment in general rose this session, there were fewer American applications for admission and overseas applicants declined drastically. Last year the university received 618 applications from the United States and 1047 from elsewhere; this year the respective figures were 529 and 317.

Fortunately, the acceptances for admission did not decline to the same extent. While the number of overseas students granted admission fell from 153 to 90, acceptance of American students rose from 169 to 260.

Nevertheless, the effect of the CEGEP system and the government's proposed differential fee policy could stymie the university in its effort to maintain a 10 per cent foreign enrolment.□

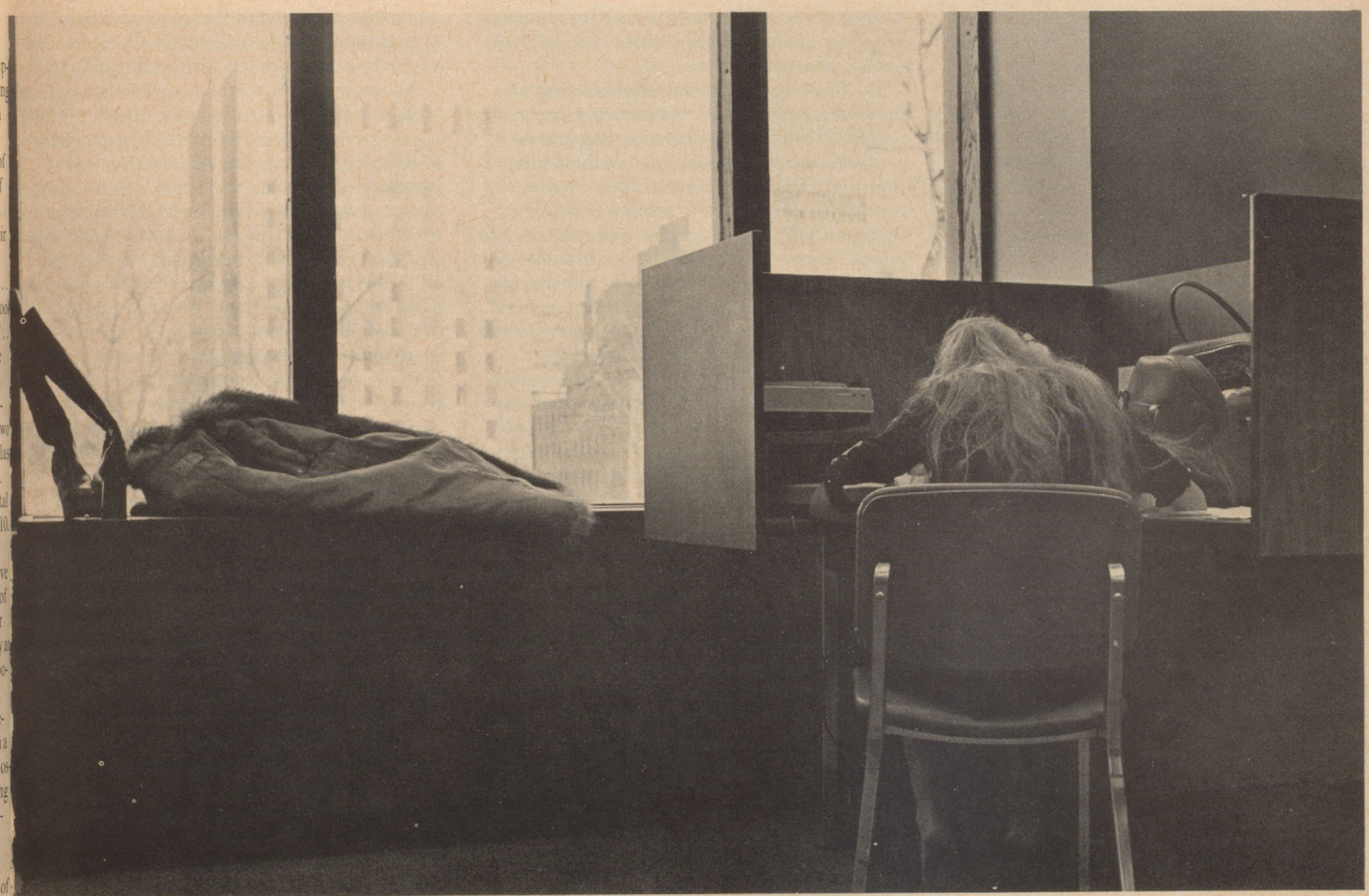
Marginalia

The master list of *pre-scheduled* university meetings for the academic year, issued in September, runs at eighteen pages . . . Wondering aloud about the current preoccupation with community clinics, Principal Bell told the Montreal General Hospital's Department of Medicine: "It seems to me that the health of the public would be worse today if Banting, Fleming, Penfield, and Sabin had spent their time running around opening store-front clinics instead of doing what they did do." . . . The sales pitch at this year's second-hand book sale was "Save a tree. Recycle your Books." . . In May the university will play host to some 5,000 academics attending a conference of forty learned societies . . . The Students' Society has financially turned itself around. Two years ago it experienced an $82,000 deficit, last year it showed a healthy $37,000 surplus . . . The first McGill calendar of courses and vital information, issued in 1854, listed fees at £10. It also proudly announced the opening of Burnside Hall, undoubtedly a less impressive structure than the thirteen-storey building of the same name McGill opened last May for mathematics, computer science, geography and meteorology . . . On the occasion of a symposium honouring Dr. Norman Bethune, attended by two Chinese doctors, McGill presented the People's Republic of China with a self-portrait of the famed Royal Victoria Hospital surgeon who died in 1939 while fighting with Mao Tse-tung's army against the Japanese . . . The university's Post-Graduate Centre on upper McTavish Street has been named after the late David Thomson, dean of Graduate Studies and Research from 1942 to 1963 . . . Commented one student, dismayed when McGill Maoists prevented the taping of the CTV program "Under Attack" because the guest was a fascist: "I came scared of one fascist and I'm leaving scared of a lot more." . . . Since 1893 the university's square footage devoted to physics has remained constant . . . The resignation of Students' Society President Richard Pomerantz in the middle of his term shocked many students, but it came as no surprise to those who heard him tell the Westmount Rotary Club, "Student associations remind me of Snoopy sitting on his doghouse, pretending he is a World War I flying ace. He's not really flying or capable of it yet, but it makes him feel powerful that he's going through the motions of pulling levers and running world affairs."□

Towards the New Educational Program

The Educational Development Board, responsible for overseeing and stimulating classroom reform, has outlined a bold, visionary New Educational Program.

by Evelyn Schusheim



A tableau depicting a common scene for the future: a student pursuing a self-study module.

"People who live in a restricted environment actually become limited people. Open up the learning environment and we will get the dynamic people we need," states mathematics lecturer Donald Kingsbury, who more than any other individual deserves credit for launching McGill's teaching revolution. In 1962 Kingsbury became deeply dissatisfied with the format of his teaching and began searching for more effective instructional techniques. He initially met opposition from administrative quarters because the only teaching reform then thought to be valuable was the Oxford-Cambridge tutorial system – something clearly beyond McGill's reach, considering both the institution's student population and financial position.

Nevertheless, Kingsbury continued to experiment with novel teaching formats. In 1965 he was joined by some interested students, and together they organized such ventures as the summer project in course design, the McGill Conference on Teaching Affairs, and the first student *Course Guide*, which evaluated the university's courses and professors.

While Kingsbury, of course, was not the only McGill staff member tinkering with course design, his efforts received extensive publicity in the *Daily* and sparked students to pressure the university for change in the classroom. A silent benefactor was found in H. Rocke Robertson, who used some of the principal's discretionary funds for such projects as the *Course Guide* and urged conservative administrators and professors to assist instead of oppose the teaching reformists. Gradually a movement for reform in the classroom grew, and as a result McGill is recognized today as one of North America's leading centres for teaching innovation.

Overseeing and stimulating classroom reform at McGill are three university bodies which report to Academic Vice-Principal Michael Oliver. The first is the Centre for Learning and Development (CLD), directed since its creation in 1969 by Marcel Goldschmid, an associate professor of cognitive development. There are three other professors on the centre's staff, and all continue to teach courses in order to keep in touch with students.

CLD is attempting to alert the faculty to the

problems of the present teaching and learning system. Through a monthly newsletter, regular workshops on specific teaching innovations, and periodic major conferences, the centre presents viable alternatives to the lecture system in an effort to encourage individual professors to innovate. It also assists staff by advising them in the design and evaluation of new teaching formats.

While CLD helps in the planning and organization of new courses, the Instructional Communications Centre (ICC) does a good deal of the actual work in setting them up. Aside from televising lectures and organizing television-instructed courses, the ICC produces graphics and slide displays, designs booklets and other course materials, and maintains a resource centre with an assortment of film loops, tapes, and slides available to professors.

The ICC was established in 1968 under William Hillgartner. Its first task was to centralize the activities of several departments which had been using audio-visual aids in teaching. The centre has now expanded its support of education to the point where it is involved in some way with nearly every university department.

The Educational Development Board coordinates the work of the two centres and oversees a fund established to help teaching innovation. The director of Educational Development is Dr. G.C.B. Cave, a professor known to this writer and many other students as the star of the first series of televised Chemistry E10b lectures. Dr. Cave feels his task is simply to make it easy for professors to improve their teaching methods. He considers it impossible to dictate teaching innovations and contends that the impetus for change must come from the individual professor.

As the system presently operates, a professor who wants to change his method of presenting course material submits a plan to the Centre for Learning and Development. After discussing the project with the professor, the centre makes its recommendation and passes the program on to the Educational Development Board, which makes the final decision on whether the project should be funded. The money for the innovation comes from the rapidly diminishing Educational Development Fund, which started off in 1969 at $107,985.

In the past, a good number of the experimental courses were the traditionally overcrowded introductory courses in popular disciplines. Now, however, the emphasis is being altered, partly because the large introductory courses are being phased out with the collegial program, and partly because the nature of students is changing.

Dr. Cave foresees a radically different student body in the future. He expects more adults to return to university for retraining in their professions or simply to continue their education as a leisure time pursuit. "What will be needed then," he states, "are new course designs and a management plan that will let these people in and out of university, without being blocked by prerequisites, credit requirements as we now know them, and lock-step courses." For the new student, lock-step courses – where the class follows the teacher at a set pace – will be outmoded because they don't take into account variations in ability and speed of learning between individuals.

One answer for meeting the requirements of future students is a more individualized form of instruction, and the Educational Development Board is therefore extremely interested in the modular format. The system involves breaking a course down into a series of learning packages, or modules, each explaining a certain subject and requiring a piece of work as evidence that the material has been learned. In general, the course has certain "required" modules that all students must complete and other "elective" ones from which the student can choose a specified number for study.

The advantages of the system are numerous. To begin with, an instructor can determine after each module how much the student has learned; hence, the impersonalization of mass instruction is decreased. The system forces the student to take an active role in his education by leaving him the choice of subjects he will concentrate on. The student is allowed to proceed at his own pace. That eliminates the situation where a student, confused by a certain concept in the course, is forced to move on to the next idea in order to keep up with the class. A final advantage is that people returning to the university for retraining can determine the modules they need to fulfil their personal requirements – choosing from any discipline or course – without having to take unnecessary prerequisites.

Presently McGill has three experimental courses using the modular structure (see page 10). The intention is that in the future more courses will be organized into modules, but their exact nature will depend heavily on the results of the present experiments. Problems and mistakes which could not be foreseen when the courses were planned are expected to be pointed out through student evaluations and to be corrected in future undertakings.

According to Dr. Cave, as well as facing a change in the composition of students, McGill is going to be affected by a switch in the nature of education. "Computer-based retrieval systems, for example, will make memorization of facts for memorization's sake alone obsolete as an educational objective," he explains. "Instead of memorizing many facts, the student will learn how to gather facts from a computer's information bank, how to analyze them, and how to make decisions based on them. A rapidly changing world requires that the student learn to be flexible, learn to change conceptualizations, and learn to use sophisticated resources for updating. In this age of computerization, science students should not have to memorize the Periodic Table of the Elements but should be more concerned with using the table to properly analyze chemical substances."

The New Program

The anticipated changes in student population and the nature of education have led the Educational Development Board to develop some goals for the future. They are set out in an exciting "New Program" for McGill education:

"The New Program would consist of new, alternative routes for choosing a curriculum and for study. It would recognize that each student is unique. It would be chosen by those students who feel that the present system applies harmful constraints to their intellectual growth. It is a program that will not supplant in total the present system, but gradually will modify it. It will provide variety and flexibility in learning, and a new atmosphere for learning. It will accommodate diverse styles of learning. It will incorporate self-paced studies, where the mastery of each topic is the criterion of progress to the next topic. It will blur disciplinary boundaries and will promote interdisciplinary studies. It will allow students – particularly in the non-professional programs – to participate in the design of their own programs and to chart their own path with advice from faculty, so that subject matter can, within reason, be tailored to fit the individual requirements of each student. As a result, the student will not be constrained to stop short of his maximum achievement in a given area, and intellectual independence will be developed.

"The New Program will also demand solu-

tions to ancillary problems, notably how to evaluate a student's academic performance.

"It will require that teaching be assessed, and good teaching rewarded. It may even require that faculty engage in formal studies of available teaching and learning practices.

"It must not be supposed that the New Program will consist merely in the use of a battery of learning aids. These aids are necessary; they are valuable for improving the quality and the efficiency of learning, and particularly for freeing faculty so they can engage in useful academic dialogues with their students. But these aids do not in themselves constitute the New Program, the new path for learning; a university is more than a hardware store."

The New Program is a bold vision for the future but it is, of course, a long way from being realized at McGill. Of more immediate concern to educational reformers are a number of practical problems stalling wholesale teaching change.

Firstly, some individual departments discourage innovation by disregarding the work that a teacher may have done in that sphere. While it is always maintained by administrative officials that teaching ability is one of the main considerations in promotion decisions, there is in fact no readily available catalogue of a staff member's teaching ability as there is his research talent. Consider the case of Donald Kingsbury himself. Because he refuses to seek his PhD, he remains a lecturer although he still continues to experiment with improved means of presenting calculus to his first-year students. In promotion decisions more weight must be given to teaching and more leaves of absence must be granted for revamping courses.

A second problem is the inflexible McGill timetable. Dr. Cave argues that courses should be available in summer or at night so that a student does not have to give up a job in order to obtain retraining. Donald Kingsbury goes one step further, pointing out that individualized instruction will never work properly as long as the university demands that students be evaluated in January and May. He foresees a system where the student will simply be required to complete a set number of modules in order to get his degree. The student could complete the program in a year if he wished or in ten years if necessary.

A third problem is that continual bugaboo at McGill – money. Right now the Educational Development Fund is almost depleted and future funds will have to come from outside the university. At present a committee of Quebec universities, chaired by CLD Director Marcel Goldschmid, is studying educational reform. It is Goldschmid's hope that in the future individual groups planning instructional innovations will be able to apply to the provincial committee for grants, and that there will be more cooperation between Quebec universities in sharing educational reform programs.

The greatest problem McGill's small team of educational reformers face, however, is winning over the many professors and students who do not think the innovative programs can work. The fate of classroom change at McGill and the dramatic New Educational Program hinge upon the number of non-believers Dr. Cave and his associates can convert.□

Evelyn Schusheim is in her third year at McGill, majoring in history. Last year she served as co-news editor of the McGill Daily.

The Seven Options for Teaching

Modular instruction has been the focus of attention at McGill this year, but it is certainly not intended to be the magical format for every course in the future. The Educational Development Board anticipates a healthy mixture in forms of teaching, varying according to the specific needs of each discipline and the desires of the individual professor. According to a committee of the board, seven major systems seem to be the viable options for instruction at McGill:

1. Individualized Instruction. In this option, instruction is geared to the individual student's capabilities. The student proceeds at a pace convenient to him, choosing the type of instructional media – lectures, film, audio tape, video tape – that he feels will allow him to do his best work. Examples of individualized instruction are the module system or programed learning.

Individualized instruction should not be confused with individual instruction; the former may take place in a group setting, the latter always takes place in isolation.

2. Conventional Teaching. This format involves the traditional means of teaching and managing a class: formal courses, lectures, and conventional examinations and grades. It necessitates the organization of students into classes and into rather rigid programs of study leading to the degree as the ultimate evaluation symbol. Although the bewildering diversity of disciplines taught at a university demands that several teaching alternatives be used, one of the most important options for some disciplines is the lecture system.

3. Project-oriented Programs. The use of projects in learning can take many forms.

At one extreme, the student learns by carrying out a major project which may occupy his time for a complete session. He undertakes formal study in the discipline only when it is needed for the development of the project, and such study is apt to involve some type of individualized instruction.

At the other extreme, the project is just an integral, motivating part of an otherwise conventional course.

4. Off-Campus Programs. In this option a portion of the student's academic career is spent off campus in directed study for credit with appropriate evaluation at the university. The student's contact with the institution may be minimal. Alternatively, contact may involve the formal acquisition of knowledge through electronic means – computer terminal, telephone, television – or by home study of book and non-book resource material.

5. Continuing Education. This program offers people who have terminated their formal education the opportunity of returning to university in order to upgrade themselves, or to learn new skills or disciplines. It need not be study for credit.

6. Interuniversity Programs. This alternative involves the interchange of teachers, students, and instructional media between universities. At present, McGill, Sir George Williams, the University of Montreal, and the University of Quebec at Montreal each permit students to take some courses for credit at the other institutions.

7. External Professional Resources. The Faculties of Music and Medicine – to name just two – already make extensive use of external professionals and external sites. This policy could be extended to other disciplines. The site may be an industrial plant, a specific urban area, or any other appropriate locale.□

In McGill's three experimental self-study courses there are no lectures, no compulsory attendance, no set schedules, no definite course outlines, and no final exams.

The keynote is flexibility

Biology E13
is a name
and a number
in a catalogue
it has no other existence
only an awareness
in the minds of some students
and some teachers
that conventional approaches are not enough
a feeling that
degrees
grades
authoritative lectures
to passive notetakers
fragments of knowledge
in uncommitted compartments
have little to do with education
a sense that
a university is for cooperative thinking
and difficult thinking
and joyous thinking
for thinking about
the obscure relations
between what is
and what should be
between what we know
and what we do
for thinking above all about things that matter

The most dramatic and carefully watched teaching innovation at McGill in the past few years has been this fall's three experimental courses in individualized instruction. The self-study courses – in biology and social change, linguistics, and chemistry – are intended to encourage students to assume responsibility for their learning, and to provide more contact between student and instructor.

The keynote of the three courses is flexibility. There are no lectures, no compulsory attendance, no set schedules, no definite course outlines, and no final exams. Despite these radical departures from traditional methods of teaching, the students seem to be adequately learning their courses.

The three self-study courses are divided by topic into separate study units, or modules. Each module includes a study guide, which gives the necessary background to the subject matter as well as definitions, recommended readings, questions designed to alert the student to the important issues, and suggestions for projects the student might undertake instead of writing an examination.

The physical core of the module system is the Drop-In Centre in Redpath Library. That is where the action is. Discussions, meetings, and oral examinations are held there. The schedule of special events, advertisements for partners in projects, and all the resource material are located in the centre or the audio-visual library next door. In addition, a professor or teaching assistant from each course is available for consultation five days a week from 9:00 A.M. until 5:00 P.M.

The professors of the three courses have all adapted the modular framework differently, according to the specific nature of their course. Biology and social change offers the student the most freedom and most unusual ways to obtain marks. Linguistics and chemistry are less general, and because both courses must give a firm grounding in the subject as a basis for further study in the discipline, their options are somewhat more restricted.

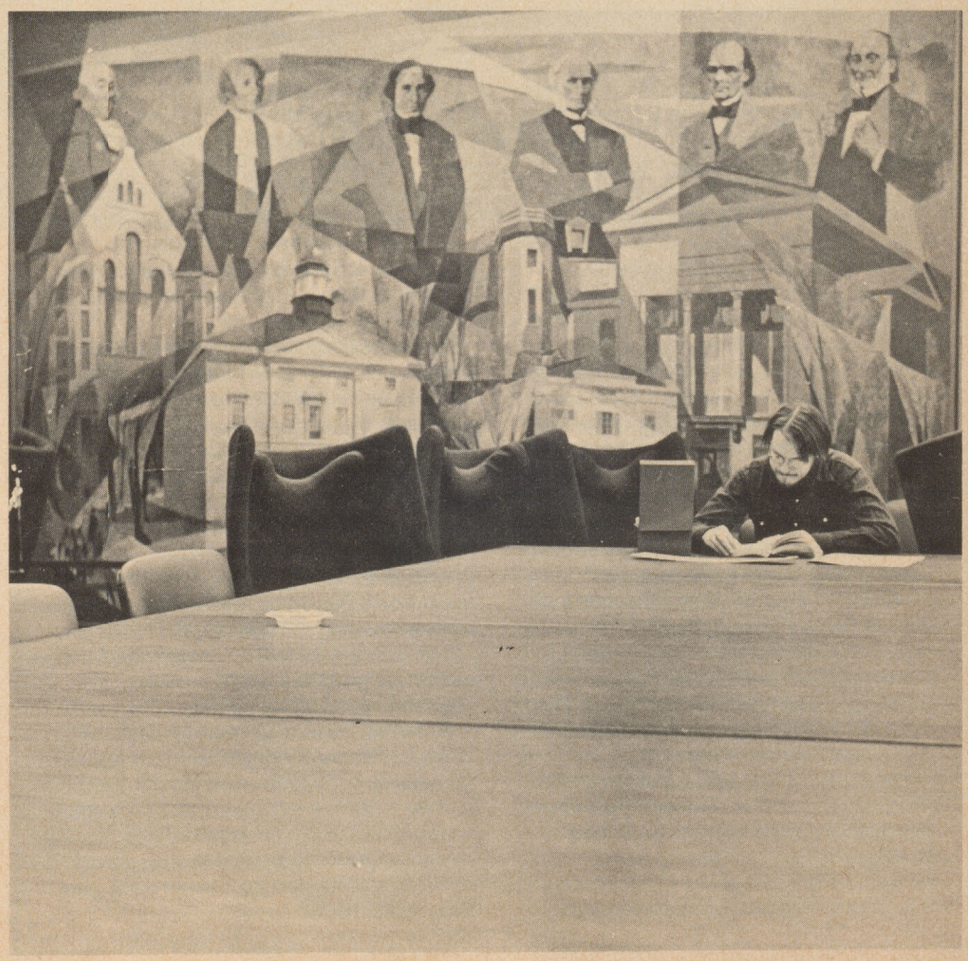
From Gay Liberation to Quack Cures

Biology and social change, the most unstructured modular course, is given cooperatively with Sir George Williams University and is under the direction of McGill's John Southin and Sir George's Wade Chambers. The course focuses on the influence of biological thought

Below: There is no centre of activity in the Drop-In Centre. While some students sit in the high-backed chairs, others browse through the notices on the bulletin boards or study quietly by themselves.

Bottom: A mural of James McGill and the university's great benefactors stands prominently in the Drop-In Centre. Would they have approved of modular education?





on society. The seventy-five modules available to the student range from general interest subjects such as gay liberation and quack cures to more disciplined scientific topics like genetic disease and arctic ecology.

Study guides have been prepared for each module to direct the student in tackling the subject. In addition to the written and visual study material, volunteer resource people have been recruited from the community and both universities to assist students in learning about a topic. For those students who find it difficult to make the initial break from the traditional lecture system, there are also lectures given by invited guests.

To earn marks in the course, the student studying a specific module can choose a wide variety of "responses." He may take an oral examination; join a seminar or autonomous study group; write an action letter to a public official; prepare a newsletter for other students in the course; or even — with the help of permanent student technical crews — become the writer, researcher, and performer of a TV program on the topic. All responses must be carefully explained in a written proposal which has to be approved by a project coordinator before the student is permitted to proceed.

Each response is worth a specific number of points, ranging from three points for an oral exam to fifteen for producing a video-tape program. The final grade in the course is based on the points the student has acquired during the year; the total of points is of course influenced by the number of modules he has studied and the value of the responses he has chosen.

Community projects rate a high score because the teachers are very action oriented. The students, in general, are also enthusiastic about such work. As one student puts it: "Getting a project off the ground is a higher form of education than a term paper."

As a result, a number of student-community interaction programs have been established. One group last year produced a series of short public-service announcements for a commercial radio station. Another project this year is the organization of a day-care centre for McGill faculty and students.

The unstructured nature of biology and social change has led to problems, however, because the students often find it difficult to use their freedom constructively. Many students are confused as to their responsibilities and unsure of how to manage projects on their own.

How I Became a Drop-In Drop-Out

As a graduate, the last McGill haunt I ever expected to revisit was the Redpath Library. After cramming for my fourth year exams, I felt greatly relieved that I would never have to study in its confines again. However, four years later, here I was heading towards the library with just that purpose in mind. As assistant editor of the *News* and a product of the old lecture system, it had become my task to discover what the new-fangled system of self-study was all about, by learning a module in the biology and social change course.

Reaching "Redpath," which to my surprise had been renovated, I searched for the Drop-In Centre – whatever and wherever it was. I finally followed a sign up a winding staircase and entered a spacious, modern room.

The centre looked comfortable enough, with high-backed cushioned chairs and luxurious carpeting which – as I soon discovered – was excellent for lounging around on and for spreading out a picnic lunch. Students were scattered about the room, either in groups or individually. They were talking, listening, reading, or just eating. It seemed to be a very sociable place.

The Biology area was separated from the space designated for the other two courses by ropes and chairs. I headed for the Biology Bulletin Board, which with papers tacked all over it seemed important if not somewhat formidable. Notices called out for me to help write an action letter on pollution, to co-produce a TV program, or to join a group teaching handicrafts to underprivileged children. I spent some time reading each notice – a job similar to deciphering graffiti on a bathroom door.

I then looked over the study guides and was immediately astounded by the vast choice of subjects. After much thought I narrowed the choice down to three. Discounting "Doomsday Theories" and "Test-Tube Babies," I finally selected "Food Additives and Contaminants."

Suddenly, a long-haired girl, dressed in jeans, approached me and introduced herself as the teaching assistant on duty. Encouraged by her offer of help, I proceeded to explain that I had just chosen a topic and would take an oral exam as my project. The teaching assistant suggested that I undertake something more constructive than an exam, explaining, "We like to make use of the research and knowledge a student has acquired. Perhaps you could make a survey of foods with additives available in the supermarket."

I responded to her enthusiasm by again mumbling something about an oral exam, and received a curt reply that I was selecting the most unimaginative way to receive course credits. Rebuffed, I left her and ended my first visit to the Drop-In Centre.

In the ensuing days, I became a frequent drop-in and grew more familiar with the setup. The required books for reading were available in the centre as was a file folder of newspaper and magazine articles related to my topic. Unfortunately, the material could not be removed from the room and my studying was therefore limited to the hours between 9:00 A.M. and 5:00 P.M.

I continued to drift in and out of the Drop-In Centre. I even started to bring my lunch (a healthy banana and some crunchy grenola), and took to wearing the student uniform of jeans and a sweater to fit in with the casual atmosphere. I felt truly integrated into the centre's life when one group of students discussing the supernatural invited me to join them.

As the weeks passed the Drop-In Centre saw less of me. I was surprised to find that I could procrastinate just as well under the new teaching system as the old. With the pressure of the course building up and the magazine's work load growing heavier, the idea of taking an oral exam became less appealing. In a final visit to the centre many thoughts rushed through my mind as I tried to rationalize the inevitable decision. "I'll never finish this course," I moaned. "Tomorrow I have two interviews for the other article. . . what if I fail?. . . it's not that I can't manage the wretched module. . . after all I already have my BA. . ."

At last my mind was made up. I left the Drop-In Centre buzzing behind me and went for a snack to the Sunflower Health Food Restaurant in the University Centre – a project begun by last year's biology and social change students. As a drop-in drop-out, the least I could do was support my former colleagues in their ventures. *R.P.*

In addition, since the format of the course is so different from normal courses, students are still afraid of not getting the proper number of credits and have to be pushed to undertake large projects.

Referring to those problems, Professor Southin notes that collegial students are better able to handle the module system than their senior classmates. He believes a collegial student anticipates that university will be different from high school and is willing to accept more responsibility and more work. On the other hand, the upper year student has discovered that university courses are not all that different and he has gradually fallen back into his old high school learning habits. To ease the rupture with the traditional learning system and to acquaint the students with the aims and methods of individualized instruction, Professor Southin offered a two-week orientation course to modular education at the beginning of the year.

Students Have to Learn About Learning

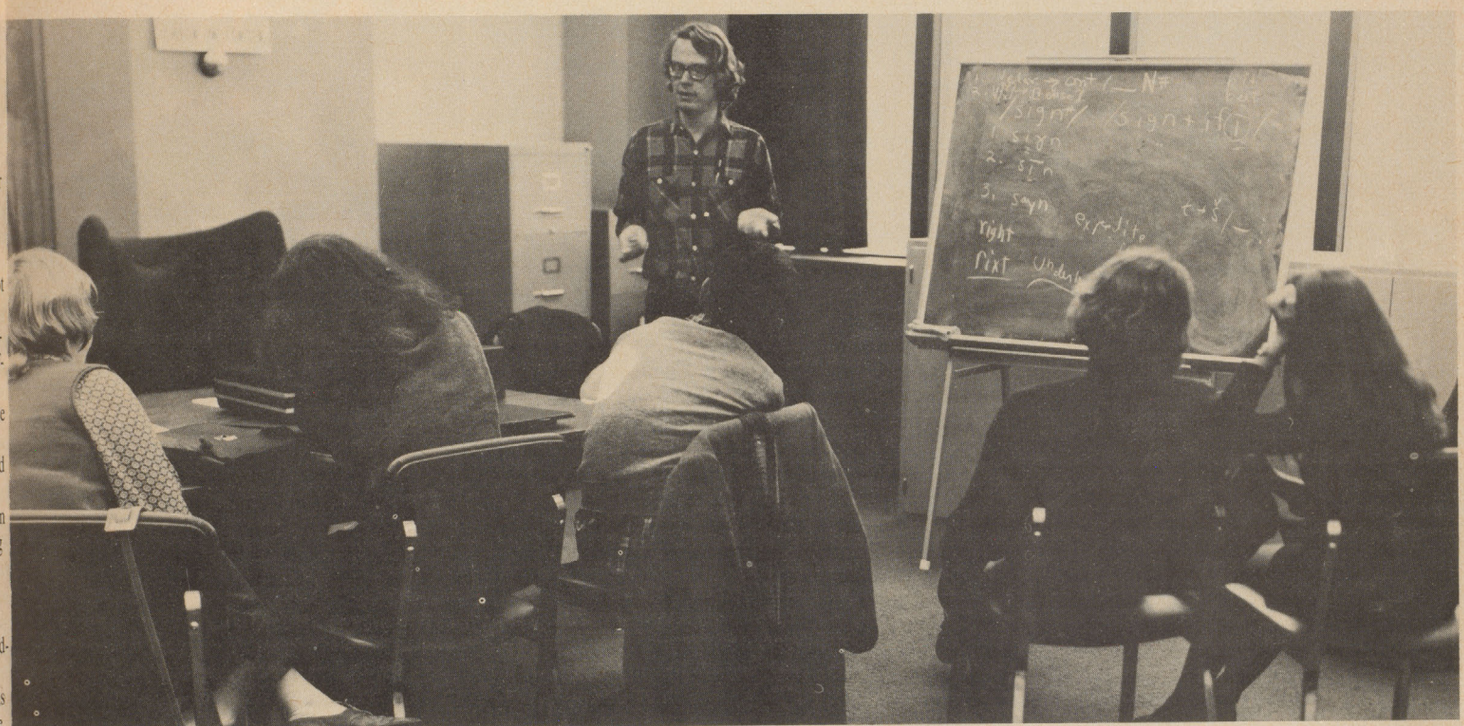
Professor Myrna Gopnik, director of the modular course in linguistics, agrees with Dr. Southin that some orientation in the methods for studying a modular course is healthy. She has found that students still have a lot to learn about learning. "Not until students realize that they must learn to think and study for themselves have we done our job," she claims.

Linguistics 200, an introduction to the study of language, has twelve modules on such topics as language in art, bilingualism, syntax, and non-verbal communication. The material in the handsomely designed study booklets is very structured, and responsibilities are well defined in an attempt to keep the student from floundering.

However, the student is still able to choose his own specific path through the course. He must complete four compulsory modules and five others in any order. After choosing a module the student must take a pre-test which serves as a guide to his level of knowledge before studying the topic. Upon completion of the module, he must undertake a project, prepare a report making use of electronic media, or write a term paper.

Student discussion groups exist for those who enjoy learning through that means. Moreover, the half course requires that all students participate in at least one autonomous discussion group during the term. That requirement has led to mixed reaction. While some students

Many students in the linguistics modular course have found the work complicated and sometimes confusing. As a result, informal seminars are held periodically to explain specific material to interested students.



find it beneficial to study in groups, other students simply get together to "fake a report."

In the third individualized instruction experiment, Chemistry 210A, under Professor Ian Butler, the students must complete ten out of fourteen modules – the three compulsory ones first and then the others in any order. In addition to a study guide and file of articles for supplementary reading, each module includes a taped lecture with accompanying slides. It should take the student one hour to listen to the tape thoroughly, the same time as the average lecture. However, hopefully the student is exercising his mind during that hour instead of passively absorbing information.

Upon completion of a module the student takes an oral and written quiz. Because he has already been alerted to the specific material for which he is responsible and therefore in effect knows the questions on the exam, he is expected to achieve 80 per cent accuracy. If the student fails to attain that mark he may rewrite the test.

By simply completing the quizzes, a satisfactory mark in the course may be obtained. However, to receive an *A*, the student must undertake a project – such as preparing an audio-visual term paper or a new module – or write two three-hour exams.

Results Eagerly Awaited

With McGill poised to enter the field of individualized instruction on a large scale in the future, the results of the three experimental courses are being eagerly awaited by university administrators. At present, it is still too early to make definitive judgements, but some trends are becoming apparent.

In all three courses, the burden on the professors has been enormous. All had to work throughout the summer preparing study guides, lists of articles, video tapes, slide shows, and whatever other material was to be available in their course. Moreover, carrying out the course program requires a lot of time, even with the help of student teaching assistants. The professors must always be available to respond to students undertaking unusual projects. The most time-consuming of the three courses is biology and social change, which involves students to the greatest extent in projects.

Time has proved to be a problem for the students as well. Those taking biology and social change find that the hours spent in studying and preparing projects are out of proportion with what is being learnt. The students in linguistics and chemistry complain about the vast quantity of work that must be squeezed into one term and would prefer more time to cover the modules in greater depth. Students in the chemistry half course further grumble that there is no time to undertake any non-credit activity.

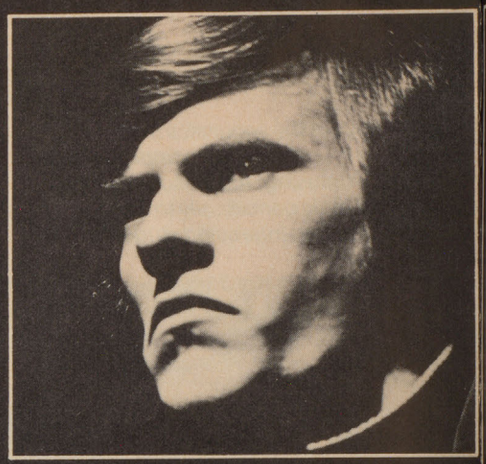
When asked about the viability of modular instruction, the students are quick to point out that it would be impossible to take more than one or two modular courses in a year. However, the professors believe they simply misjudged the work load and the situation will improve in the future. They plan to lessen course requirements and to give consideration to changing the half courses into full courses.

Ironically, when it comes to modular instruction, the traditional roles of student and professors have been reversed. The students are the realists; the professors, the idealists. The students, who are the guinea pigs in the experiment, have a conservative approach; the professors are the radicals.

Only time will tell which group is right. *R.P.*

The drama media project

The Instructional Communications Centre and Drama Professor Robert Tembeck join forces for a visually exciting teaching experiment.

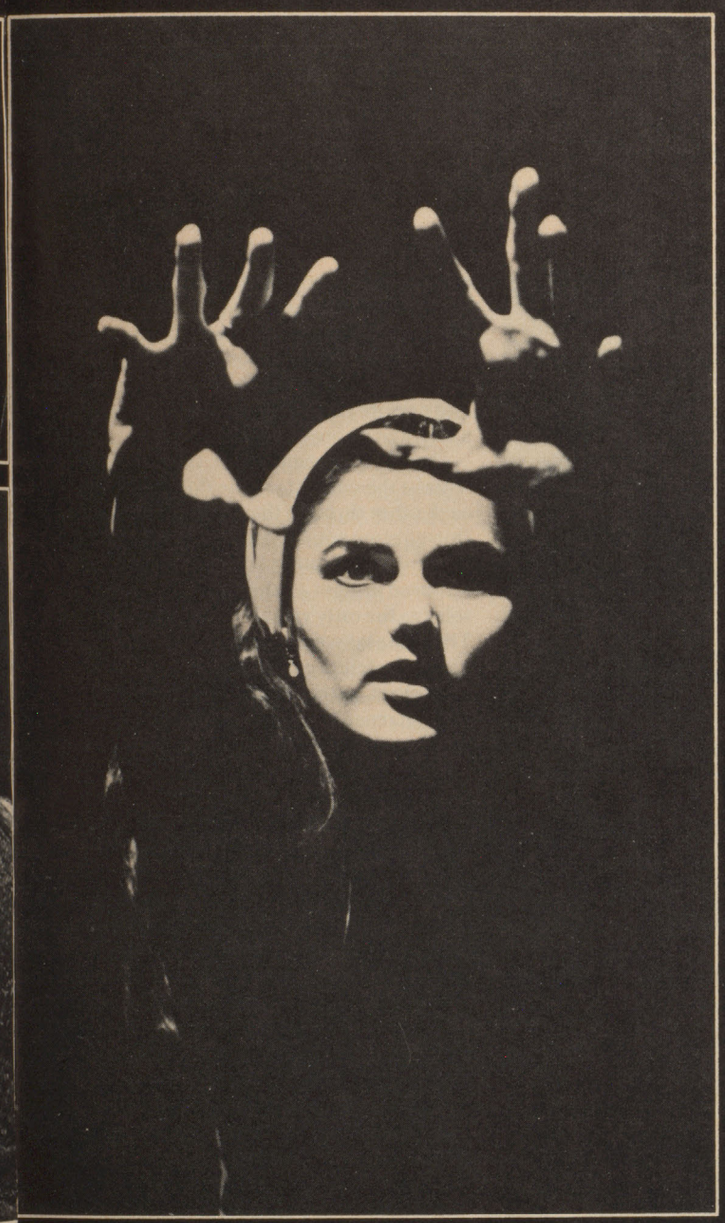




Since its inception, the Instructional Communications Centre (ICC) has performed primarily a service role for science courses, providing the television facilities and technicians required to assist McGill professors in reaching larger numbers of students. The format of courses using television has remained unchanged; only the size of the classes has altered. The university has paid little attention to the dramatic potential of television as a key element in certain learning situations instead of as a mere technical aid.

The first tentative steps towards breaking loose from the traditional view of television use may have come last spring, when ICC's Barbara Confino and Chris Schon joined forces for a few weeks with Drama Professor Robert Tembeck in a visually exciting – if not necessarily pedagogically successful – teaching experiment. Tembeck is concerned with spontaneous non-verbal communication and his classes often have an improvisational, "living theatre" format. The ICC duo brought television paraphernalia and still cameras into the classroom situation in order to improve the students' non-verbal communication and to provide them with feedback of their acting.

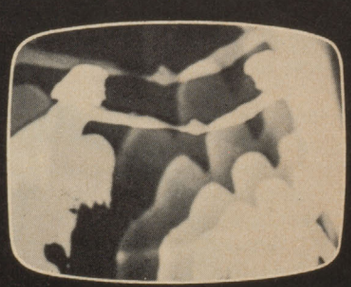
In the project's initial stage, the students acted in front of two cameras which instantly fed pictures to television consoles on the studio floor. The students could watch themselves on the consoles while they performed. An attempt was made to keep camera manipulation at a minimum, so the students could work with and relate to their own screen image with little interference. In addition, they were later able to











In stage three of the Drama Media project, photographer Barbara Confino combined her pictures into novel visual patterns.



study video-tape playbacks of themselves in a more leisurely manner.

At the same time, Barbara Confino took some striking theatrical pictures, which allowed the students to view their expressions and gestures as frozen by the trained eye of a talented photographer.

During the second stage, the intention was to have the students relate their movements to each other through the confines of the television equipment. Two actors at opposite ends of the studio would perform with their superimposed images on the stage television consoles as the only visual contact between them. The cameras were unmanned and the students had complete control of how they related to each other on the screen. While the students were sharpening their non-verbal sensitivities in this manner, Barbara Confino was "zooming in" on the actors, capturing them devoid of stage surroundings.

In the experiment's final stage, as ICC Production Manager Chris Schon admits, the video aspect got carried away into "outer space." The television images were transformed into "moving abstractions," with images being superimposed upon one another and forms being broken down into high contrast black and white, semi-abstract images.

The photography also abandoned conventionality. In the darkroom, the photographer restructured the scenes she had shot, combining them in various forms and patterns to give novel visual expression to the actors' actual motions.

Despite their different backgrounds and interests, Tembeck, Confino, and Schon all share the same basic impressions of the experiment. Their views were most succinctly summed up by Dr. Tembeck:

"The most valuable aspect of the project was the first stage, which provided the students with feedback of their performance. It was also useful for the students to watch their image on television and see what the medium could do to their physical presence on the stage. However, the project was not all that valuable in developing them as actors, because the heart of an actor is still 'soul.'

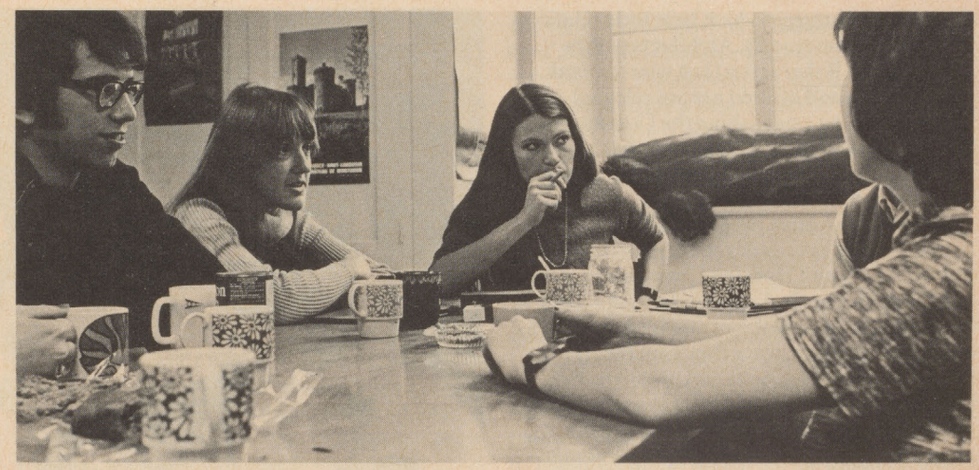
"Electronics proved to be a tricky realm. It is so easy to get caught up in the technology. We all got carried away with the abstract images and lost contact with the students as individuals. Nevertheless, one cannot deny the value of the experiment in stimulating student interest." *H.S.*

Beyond the lecture system

A look at five examples of how McGill's professors are breaking out of traditional teaching patterns.

Teaching innovation at McGill is not limited to experiments with modular courses. Many professors are making modifications – both large and small – in their courses, in order to make them more stimulating to the students and more effective in transmitting knowledge. The bulk of the teaching changes pass virtually unnoticed, except by the students fortunate enough to benefit from them. However, in October, the Educational Development Board organized a conference at which twenty-three of the more vital teaching innovations were detailed to educators from all over North America.

The *News* chose a representative sample of those teaching experiments and spoke to the professors involved. Of the five experiments selected, some make substantial use of electronic technology and some deliberately avoid that course. Some of the projects were very successful, some failed because the students were ill-prepared or the experiment ill-conceived. But all offer an example of the work quietly being done by many members of McGill's staff, in an effort to break out of conventional teaching patterns and to find more effective methods of reaching students.



"The model for this class must be your sitting-room. You never know what the topic of conversation will be," says Professor Lemyze, explaining his French program.

Learning French in the Sitting-room

While many teaching innovations at McGill involve the use of sophisticated electronic technology, two of the university's French teachers have recently undertaken an experiment which shuns gadgetry in favour of more human contact and more participation by students. The experiment, which has been highly successful, could have a major impact on the teaching of second languages.

The French professors believe educational hardware is of value in language study for the mechanical drilling of expressions and vocabulary. However, they contend that the student does not learn French by merely repeating words in a language laboratory; he must have an opportunity to communicate in French through conversation.

As proof, they point to the fact that for years students in French have spent long, boring hours repeating words in audio laboratory sessions – with very poor results. The average Montreal student, who has been learning French for nine to eleven years, is unable to speak the language with any fluency upon his departure from McGill. French is still a foreign language for him.

Professor Milbers, head of the Department of French as a Second Language, set out to remedy the problem. He created a "Functional French" program for final year students in which communication is both the object and the medium of learning.

French 030 attempts to build the student's confidence in his ability to speak French, with the grounding he has already acquired, by putting him in a situation where he must converse. The class is broken down into small groups of eight students, with similar fluency in French, who gather for conversation under the supervision of a resource person. Discussion evolves around a short talk prepared in advance by one of the students. The instructor offers guidance only when the group needs it to continue communicating. He does not interrupt the flow of conversation to correct minor errors in grammar or expression, but simply records the mistakes. At the end of the class, using an overhead projector, he shows his notes and explains the errors.

Although at the end of the course there is a half-hour oral exam worth 40 per cent of the total mark, students are judged mainly on attendance, participation, comprehension, expression, and vocabulary in the conversational groups. "Evaluation is a constant process from day one on," asserts Milbers. "We continually keep the pulse of the student's progress."

Since French 030 is only open to upper year students, a similar experimental program for French beginners was introduced last year under Professor Lemyze, director of the university's language laboratory. Lemyze set out to disprove the widely held belief that beginners in French should not be forced to speak the language as they might become stifled by the pressure.

Lemyze carried out his experiment with thirty-two students in French 100, an intensive course for beginners. While a control group of sixteen spent the regular class time in laboratory sessions, the remaining students attended conversation classes in groups of eight. The aim of the classes was to have a natural discussion on topics of general interest. In order to allow free expression no preparation was required beforehand. "The whole idea of language is to live it," declares Lemyze. "The model of this class must be your sitting-room. You never know what the topic of conversation will be."

At the end of the term, students were examined orally for ten to fifteen minutes by an independent examiner unaware of which method they had used to learn. In addition, they were given a listening comprehension test. The results showed that the experimental group scored higher in fluency and vocabulary, although their listening comprehension scores were not significantly better. Moreover, the experimental students claimed they had gained confidence in speaking French.

The Inhabitants Have Names

The teaching of architectural design has generally been carried out by having students work

Children in the Milton-Park area delight in playing on "The Mushroom," designed by students in the School of Architecture's Community Design Workshop.



on simulated projects which bear little relation to a specific community. Architecture Professor Joseph Baker set out last year to break that tradition and offered a more relevant design program by establishing the Community Design Workshop, where students have the opportunity to deal with real clients and serve a genuine community.

Baker's innovative program, which is being continued this year under the aegis of the Central Mortgage and Housing Corporation, not only benefits the final year students involved but is also of value to the various communities chosen for projects, since they gain the free services of student architects and planners. Following along the lines of the legal and medical clinics operated by students in low income areas, the architects-to-be analyze planning problems and community resources or deficiencies; advise on housing codes, zoning changes, and the implications of urban renewal proposals; and prepare design proposals for non-profit housing projects and community services.

The students, divided into groups of four or five, carry out their work in field offices close to the community of concern. Baker visits each workshop office once a week, and all the groups meet together regularly to consider common problems and to invite criticism from colleagues. Baker points out that such discussions are new to the students as "the School of Architecture is so competitive, people tend to hide their work in corners." He believes the students are benefiting from sharing ideas and experiences.

The areas the students have been studying include Pointe St. Charles, the May-Brassard region of Verdun, and the Milton-Park area in the "student ghetto" where the young architects hope to acquire and renovate some buildings. One of the difficulties in the community projects is getting the inhabitants of the area to cooperate. "Apathy is our biggest problem," asserts Baker. "The people we deal with have always been on the losing end and they don't have confidence in projects. The citizens of a community are unwilling to form action groups to air their grievances."

Resistance can be broken down, however. In Griffintown, a neglected working class neighbourhood close to the city centre, the students set up a youth program for the children. By responding to a definite need for services in the community, the students were accepted by the citizens. Eventually Baker hopes that each community office will gain a similarly favourable reputation in its own area and become staffed by full-time people.

So far, Baker has been pleased by the initiative and work accomplished by the student groups. He feels the students are motivated to meet deadlines and submit thorough work by their commitment to real people as clients. "The inhabitants of the housing units have names," he observes, "as does the owner of the local factory, the nuns of the local academy, and the scores of children for whom there are no adequate facilities."

To Detect the Truth

Students have always taken for granted that the explanations offered in their books or lectures are correct, and as a result they tend to become uncritical recipients of information. Two chemistry professors, Arthur E. Grosser and Theodore Waech, attempted to fight this tendency among their students by training them to be critically aware. They divided their introductory chemistry course into an experimental group of 449 students and a control section of 172. The experimental students were asked to spot the errors in short, five-minute videotaped lectures shown before three laboratory sessions. They then divided into small groups under lab assistants to discuss the mistakes. The assistants were instructed to draw out the worst students initially so the discussion would not end too quickly. After twenty minutes, the whole class would reassemble to view a videotaped explanation of the errors.

Meanwhile, the control group was viewing

an error-free live lecture of the same material, with student participation discouraged.

At the end of the three sessions, students from the experimental section were asked whether they considered themselves more critical of lecture material and told the experiment was over. That was a lie, however. The next week a fifteen-minute, error-laden lecture was given in the laboratory period to both groups, followed by a questionnaire.

The results were disappointing. There was no statistical difference between the two groups in detecting mistakes. In fact, almost four-fifths of the students missed the first error even though the subject had been covered in a formal lecture and in homework. The examiners were especially surprised since 40 per cent of the experimental group had claimed they were "at least somewhat critical" as a result of the experiment.

Although the reason for the experiment's failure has not been conclusively determined, the professors feel the length and method of training may have been insufficient; the students may not have been far enough advanced in chemistry; or the methods of testing may have been poor. However, the most alarming discovery, according to Professors Grosser and Waech, was that 80 per cent of the students complacently accepted what they "knew" to be chemical falsehoods. "The prevalence and tenacity of such unscientific behaviour should be of utmost concern to teachers. Clearly there is much to be done," they state.

The Student as Teacher

E10a and E11b are introductory sequential half courses in physics, aimed at students in general arts or life sciences. The students have varying interests and abilities in physics. Perhaps their one common feature is that they would prefer not to have to study physics," notes one of the course's professors. Somehow his diverse group has to be shown that physics can be relevant to their interests and that physical laws may be applied to elementary problems.

Like most introductory general courses given to large student audiences, the physics half courses used to consist of TV lectures followed up by small classes led by a tutor. To achieve better results the Physics Department decided to try various teaching experiments with the second term course, E11b.

Probably the most exciting innovation was designed to show the experimental, practical side of physics and to offer a more interesting laboratory program. In previous years the students had been bored by lab experiments where they simply followed instructions to reach a predetermined result. The department therefore decided to give them a chance to film lab demonstrations. The theory was that by placing the student in the teaching position he couldn't avoid learning. Other advantages of the project were that a permanent record would be provided of lab experiments for future years and the students would learn photography, which is applied physics.

At the beginning of the project the professor weeded out those students attracted solely by the glamour of film-making. Good academic standing was another prerequisite because the students were still responsible for the final exam in the half course and were also required to submit a paper on the physics they had learned through the film project.

Nineteen students remained in the program and were divided into groups according to subject interest. Out of the nineteen, six did not have the self-discipline to benefit from the new approach and would have learned more physics in the regular program. Upper year students were felt to have profited the most from the freedom to investigate and direct their own project.

The final conclusion drawn from this experiment and the other innovations in the Physics Department was that the freedom which can be offered to selected students is not necessarily appropriate to the average student. As Dr. Hinrichsen, one of the program's directors, puts it: "While the leaders of the group were self-motivated, the others dragged their heels."

Cheating Was Part of the Game

Because of its capacity to hold large amounts of information and its vast powers of calculation, the computer has become an important aid in teaching and learning. In many cases the computer has performed as a substitute for the teacher, but in a recent introductory psychology experiment, the machine served the more limited function of complementing the instructor by reinforcing learning. In the process, some interesting knowledge on how people learn was picked up.

The sixty Education students enrolled in the experimental summer course were subjected to weekly multiple-choice quizzes on the various chapters in the course text. The students punched into the machine their choice of the four alternative answers given for each question. A correct response was reinforced by the repetition of the answer; for an incorrect answer, the student was informed of the correct reply and given a text page number for further reference. Each student was therefore being individually advised by the computer on how well he had understood the chapter.

Since the staff could not prepare all 700 questions required, as a course assignment the students were called upon to give assistance. They quickly learned the simple computer language MULE (McGill University Language of Education), which was developed by the Centre for Learning and Development. They were also taught how to keypunch items for the computer.

The students, in preparing the answers, programmed their own personalities into the computer. This of course added to the success of the project. During the quizzes, when a student selected his response he would often receive a sarcastic, dry, or witty reply from the computer.

The quizzes were held once a week and could be repeated by the student as often as he felt necessary to learn the course material. Data on a student's performance was automatically collected and stored, with the student being evaluated on his highest score of repeated quizzes.

There was no supervision in the terminal room because old-fashioned cheating was considered part of the game. The objective was to learn the material in the course text, and the professors believed that any source of information helped the student in this regard.

As a result, many students preferred to work in groups around the computer terminal. Mr. Glenn Cartwright, who supervised the experiment, made an interesting study on the effect of group learning. After determining how many students were "high social learners" and favoured group study, he compared the test results of high and low social learners. Cartwright discovered that although the low social learners took more computer quizzes, the standard of the two groups did not differ significantly in quiz scores or final course grades. In his words, "those who socialized less, computerized more." The two groups used different methods of interaction to arrive at the same degree of learning. *R.P.*

Wilder Penfield at eighty

World renowned neurosurgeon Wilder Penfield reminisces about the past and offers some useful insight for the future.

McGill News: Before we discuss second language learning and the second career, could you review your neurosurgical career and outline some of the pioneering advances with which you were involved?

Wilder Penfield: That is not difficult, because I am presently writing the history of the Montreal Neurological Institute. The book will be the story of an idea rather than the detailed history of an institution – the idea that the brain can be scientifically studied by a group of scientists and doctors drawn from various disciplines.

The project has involved me in a task I had always wanted to avoid. I used to tell Mrs. Penfield that when I became old and forgetful she would have to remind me not to write an autobiography. To some extent this effort *is* an autobiography, because the concept of the institute developed in the early years of my career.

My concern with scientifically approaching the action of the human brain probably dates back to when I was a medical student at Oxford, after graduation from Princeton, and was exposed to the great physiologist of the animal brain, Sir Charles Sherrington.

However, it took a while for me to realize what I had actually learned from Sherrington. After studying medicine at Johns Hopkins, I returned to Oxford for graduate work and only then developed the notion of approaching the human brain in the same fashion as Sherrington approached the animal brain. With a human brain, however, the physiology has to be done while the person is alive, so I turned from traditional physiology to surgery.

I spent two years abroad as a graduate student and then returned for seven years to my native United States as a neurosurgeon at the Presbyterian Hospital, which is associated with Columbia University. In 1927, Edward Archibald, a McGill professor of surgery, asked me to take over half his practice. Archibald was a thoracic surgeon as well as being Canada's first neurosurgeon. He had a group of young men like Norman Bethune and Sandy McIntosh interested in thoracic surgery, and he wanted to devote himself more completely to that specialty. I agreed to come to Montreal to take over his neurosurgical practice if he could find support for a pathological laboratory and a salary for my New York assistant.

Almost a year passed before I learned that the necessary funds were available and that Jonathan Meakins of the Royal Victoria Hospital was willing to give me adequate space – three rooms which we divided to make six – in his laboratory. By then, however, I was planning to gather together a medical group that could be housed only in a neurological institute. Instead of immediately coming to Montreal, I went to Germany for six months to make ready for the future. While in Germany, I met various people involved in neurology, especially Otfried Foerster who had begun to operate on selected epileptics under local anesthesia with the patient alert and able to talk. I realized that here a door had opened through which a physiologically-minded surgeon could study the human brain in action.

In October 1928 I arrived in Montreal. Early in January, I applied to the Rockefeller Foundation for the first time and asked for assistance in building a neurological institute. The grant was refused, but in 1931 the man to whom I applied died. Alan Gregg, the chief of the Foundation's Paris office when I was in Germany, took over.

Gregg had a scheme similar to mine for psychiatric and neurological study. The brain, you see, is so complicated that it will take a thousand years of steady work before we are far advanced in our study of its functions. The best way of proceeding with such a study is to create a team approach to knowledge of the brain through all the basic sciences – pathology, chemistry, and physiology. Our hope was to have men skilled in all those sciences, working together in the same institution, near the bedside of patients suffering from disorders of the brain or spinal cord.

In Montreal we had the beginning of such a group by 1931. Upon arrival here I had discovered that although Archibald was the only neurosurgeon, there were excellent neurologists at the Royal Victoria, the Montreal General, and the various French hospitals. We began to hold Wednesday conferences and cooperation grew between French and English neurologists. Thus, when I approached the Foundation, Gregg gave us a $1 million endowment for research and teaching. The grant was crucial. After that the province, the City of Montreal, and generous citizens helped us build a small, efficient, practical institute.

News: You have written that there is "no substitute for the family. To destroy the family is to destroy the race of man." Could you elaborate?

Penfield: The family is probably the last subject I would have considered studying on a serious basis because I have no particular knowledge or training in the field. However, in 1964 Governor-General Vanier called a major three-day conference on the family. I only intended to be present for the first day because I had other pressing matters, but after hearing the governor-general speak I realized the conference was extremely important and stayed.

Vanier pointed out it was time to take stock of civilization and to control the evolution of society. That could only be done, he felt, by influencing the ideals and behaviour of people through the family.

After the conference, there was talk of establishing an institute to strengthen the family and thereby influence society. In 1965 the Vanier Institute was born. The directors asked me to be president, so I was faced with the twin problems of acquainting the public with the institute and obtaining funds. I therefore had to do my homework on the family and give talks on the subject.

My belief that this civilization will be destroyed if the family is destroyed is based on the history of other civilizations. In each case it was moral decadence that ushered them out. It could happen again today.

News: But how can we be sure it would reoccur? Life has greatly changed in this century.

Penfield: People talk about the world being changed, but what hasn't changed and will not change is the nature of man.

History has shown that man has a tendency to establish families and set up rules of behaviour to protect them – no matter what the situation. People, whether cast away in little groups on deserted islands or in the wilderness, have always created families. If our civilization were destroyed, some people would survive and build up another civilization based on the family.

The family pattern will persist because it is natural for a man and woman to fall in love with each other. It is natural to bring up children, giving them affection, care, and training. There is joy for man in protecting a wife and children; there is joy for women in caring for a child.

News: What function does the family serve for society?

Penfield: The family is our most important educational institution. There is certain stimulation a child must receive at specific stages of his growth because of changes in aptitude of the brain; if the stimulus does not occur at the


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appropriate times, something is lost in his brain and never replaced.

For example, if an infant's eyes were bandaged for the first two or three months of life, he would become blind because his brain had not developed. One knows this to be true from experiments on chimpanzees. Similarly, if a child is not hugged, kissed, and given some sense of protection and affection, he doesn't develop his personality properly. That child is apt to be brought to a clinic in later life and a diagnosis of "brain injury" may be made. The brain injury would have been produced by a defect in family care.

Speech is another thing a child should learn when the brain is ready for it. The mother talks "nonsense" to the child from the very beginning of his existence. What she is doing is providing the data for the future, when the child will make use of this input in the creation of speech centres.

The speech circuits in the cortex and thalamus are established early in life. Therefore, if a child hears one, two, or three languages at various times, his brain will do something that no adult's can – it will establish one, two, or three separate "frames" to store the languages separately. If he hears French, a French frame is created, and if he hears English, an English frame is established. When more French is heard, he adds the new words in that framework; he never adds, except temporarily, in the wrong frame.

If he happens to hear his nurse talk Hindustani, he sets up another separate frame. He develops a switch mechanism so that when Hindustani is being spoken, the words are stored in a special frame established for that language. The various language frameworks are all in the same speech area of the brain, but the switch mechanism from one to the other is just as accurate as a switch to turn a light on and off. The child rarely gets confused.

The bilingual or multilingual child has other abilities. Because he has developed the switch mechanism capacity he can approach a new language directly, whereas the ordinary, unilingual person has to translate the new language through his maternal language framework. Thus, people who become multilingual in childhood, even though they may have only learned one second language, are better able to learn additional languages.

There is also solid evidence that the brain of a multilingual child is a better brain for purposes other than the verbal process. Therefore, any parent who wants the best for his offspring will make him multilingual before he leaves the golden period when the language frameworks can so easily be set up.

News: Could you give specific examples to back up your claim?

Penfield: The personal experience of my family is in line with the argument I have just made.

I have always had difficulty with modern languages because I didn't take up my first second language, German, until I was at Princeton. In the six months I spent in Germany before coming to Montreal, Mrs. Penfield – who also had studied German in college – and I decided to become fluent, but all we could become was a little more passable. The reason was that we had not started a second language early in life and were forced to translate the German we were hearing into English in order to take part in conversation.

However, while in Germany we obtained the services of a governess, Fräulein Bergmann, a woman of indefinite age who couldn't speak a word of English. She returned with us when we came to Montreal, and she cared for our two youngest children. We also found a French nursery school for them in Montreal. Fräulein Bergmann used to take the children to the nursery school and when they entered the door, suddenly their world was French. When they came out, Fräulein Bergmann would be waiting for them and suddenly the world was German.

Mrs. Penfield, in time, made a point of bringing little friends who spoke English to play with our children.

In the end, those two children learned all three languages well because they had started early in life.

News: What changes would you make in the teaching of languages at school and how costly would they be?

Penfield: It would cost no more – and probably less – to teach according to the physiology of the child's brain. I would have nursery schools available to French families in English and for English families in French. The intention would be not to formally teach the language but to let the children learn the language "serendipitously" and set up their own language frame mechanisms. All that would have to be done would be to present play activities and the ordinary things a child loves in a second language.

If for two years children attend parallel bilingual pre-school classes, or pre-school in a second language to the one heard at home, they will become bilingual. One would also hope that while playing in the street and the school yard the children would indiscriminately use both languages, because that would be of great benefit in establishing the language frames and the switch mechanism.

Those language practices could be worked out in a variety of forms if only school boards would accept that it is the right of every English-Canadian to learn French in his first mental exercise outside of the home. Instead, there is a tendency to talk about developing one language first so that the child's brain is not hurt by letting him hear things that may confuse him. In fact the only person the second language is likely to confuse is the educator! It never confuses the child.

News: Could you discuss your concept of the post-retirement second career?

Penfield: There comes a time in everyone's life when he needs to slow down either physically or intellectually. He can do a better job of that slowing down if he abandons his normal work and applies himself to another field developed as a sideline to his regular career, or if he remains in the same field and shifts his work harness.

There is nothing original in the idea of a second career. Yet many people do not realize how important it may be. Even my hero, Sir William Osler – who was a professor at McGill, Pennsylvania, Johns Hopkins, and finally at Oxford, where I met him – made the mistake of declaring that a man's best work is always done before he is forty and that after sixty he might as well take chloroform to end his life. Although Osler meant that as a joke, I think he really did believe that as the years pass the value of a man's work inevitably grows less. Nevertheless, his own career proved him wrong. In Harvey Cushing's biography of Osler, the second volume, which is exactly as large as the first, is devoted solely to Osler's life at Oxford after retirement.

It isn't necessarily true that a man will do great work after normal retirement like Osler, but he may if he has already developed an interest in other fields. Even if he doesn't do exceptional work, he should lead a constructive, normal life on a different basis after retirement.□

The Arts: Then and now

One of the founders of the famed literary journal of the twenties, the *Fortnightly Review*, comments on the work of today's young poets, writers, and artists.

by A.J.M. Smith

The literary scene at McGill in the last half of the twenties was very different from the boisterous, uninhibited pop culture of the now generation today. There is one point of resemblance however. Like the poets, story writers, and graphic artists who were involved with last year's *McGill Daily Supplement* and whose works are published in a recent book, *Snowshoes Forbidden,* featuring the best material from the *Supplement*, the contributors to the *McGill Fortnightly Review* considered themselves to be in revolt against the authoritarian worshippers of money and power who made up the majority of the university community. We set out like young St. Georges to attack in editorials and satirical squibs all the manifestations of Babbitry we saw around us, as exemplified by football players, fraternity men, CM Christers, professors of education, and red-tape-loving administrators. Except for vigorous opposition to the Canadian Authors' Association and the Maple Leaf school of "national" nature poetry, our attention was pretty much concentrated on life within the cloistered walls of the university, as was that of the *McGill Daily* – from the head of which the *Fortnightly* had sprung fully armed, like Athene from the head of Zeus.

When I came to the *Daily* in 1923, Felix Walter was editing a weekly page of rather self-conscious and elegant literary reviews called characteristically "The Dilettante." He graciously allowed me to write about some of the exciting new books that came into the office – Lewis's *Babbitt*, Willa Cather's *A Lost Lady*, and works by Mencken, Cabell, and Conrad Aiken. When Felix graduated I persuaded the *Daily* board to let me edit a weekly four-page *Literary Supplement,* which got off to a rousing start in the fall of 1925 with a lively article by Stephen Leacock.

The following year, when the *Literary Supplement* was thought too expensive for the *Daily* and the Students' Council to fund, I got together a group of writers who managed to obtain the support of enough individual student and faculty subscribers in addition to the Arts Undergraduate Society to produce "An Independent Journal of Literature and Student Opinion" – the *McGill Fortnightly Review.* It was modelled on the pattern of the research the *Statesman* and the provincial importance both a vehicle coordinate in priority to that which instrument face to the entire human species. Polish, te India, revolution in China, racism stration Africa are as much problems affecting the problems that concerned us compared with today's questions of drug control, abortion, or violent protest. Our most serious and successful bit of agitation was to secure the right of the independent student Players' Club to use Moyse Hall, which had been denied it by the English Department.

Nevertheless, it was a very remarkable group of undergraduates that edited, managed, and wrote for the *Fortnightly* during the two years of its existence. Sharing most of the editorial work with me was F.R. Scott. We were ably assisted by the now famous biographer of Henry James, Leon Edel, and Allen Latham, the brilliant son of a great teacher and fine gentleman, Professor G.W. Latham. Allen's career, it is sad to record, was cut short by an automobile accident a few years later. Among our writers, most but not all of them undergraduates, were the poet Leo Kennedy, the psychologist Otto Klineberg, the late, well-known Montreal newspaper man Ted Harris, and for a while John Glassco, author of the recent, delightful *Memoirs of Montparnasse* and a distinguished poet. Now and again we had contributions from faculty members, most prominently from Harold Files, of the English Department, and Lancelot Hogben, later to write *Mathematics for the Million,* then a romantic poet, communist, wit, and teacher of biology, as well as a thorn in the side of the principal, Sir Arthur Currie. Our energetic and efficient business manager was Lew Schwartz, who at the time of his recent death was owner



"My Bubble Machine," by Sandy Schachner.

"Adam," by Steve Lack.



and director of the New York publishing house of Abelard-Schumann.

Our poems, stories, and indeed our ideas were an echo of the times and if not exactly derivative, at least inescapably reflective of our literary heroes – Yeats and Eliot among the poets, and such prose writers as Mencken, Max Beerbohm, or Aldous Huxley. We tended to think of ourselves as aesthetes and to feel – perhaps a little smugly – isolated not only from the bourgeois world of convention and authority but from our own generation as well.

As far as one can judge from the recent literary supplements to the *Daily* and the selections published in *Snowmobiles Forbidden,* most of today's young writers at McGill are even more at odds with the authoritarian world of the establishment than we were. And they too have their literary heroes from whom their works are often derivative. It is no longer, however, the imagists and symbolists or the metaphysicals who are studied, admired, and imitated, but the American followers of William Carlos Williams, who write an "open" verse free of metrical formality, stanzaic form, and of course rhyme, which is punctuated with spaces and bars (/) as often as with commas. The real innovators of those techniques, Williams, Charles Olson, and Robert Creeley, rather than their west coast Canadian imitators, seem to be the chief inspirers at McGill – as well as some of the "beats," especially Allen Ginsberg and Lawrence Ferlinghetti.

For today's young college writer the whole climate of his world is different from what ours was. It is more intense, more frustrating, and I suppose more stimulating. As the American poet X.J. Kennedy wrote recently, "The intelligent young, who no longer believe their teachers and who regard John Milton as a less important poet than anyone alive, eagerly consume – and produce, one might add – new poetry." Due to the public success of poet performers such as Ginsberg, Thomas, Cohen, and Layton, the emphasis has come to be placed more on the spoken word, even the spoken syllabic sound, and less on the formal written script and its appearance as a pattern on the printed page – though that is coming back as a new exploitation of pure form in concrete poetry, an art that does not as yet seem to have attracted the poets and artists represented in *Snowmobiles.*

What young writers strive for most is an absolute sincerity of emotion that rises, usually indirectly, from social, political, or moral commitment. The morality, it need hardly be said, is not a morality of conformity, but the morality of a personal search for a new and properly subversive ideal of freedom, justice, and love. Along with this and sometimes running counter to it is the inevitable and natural, but often troubling and troublesome, excitement of sex, which the recent almost universal liberation of the four-letter word has made easier to express with the necessary precision – easier, and yet at the same time dangerous, because it offers all sorts of temptations to the young writer to seem merely "knowing." This temptation seems to have been resisted or perhaps not even felt by most of the contributors to *Snowmobiles.* The society or culture the book reveals, however, is very definitely an urban, sexual, anxious, and at times even an hysterical one.

Those general thoughts on the book should suffice, but I must not end without a word or two of specific comment. The drawings and graphics – though here I am not especially competent to judge – seem more than mere apprentice work. They are witty, mordant, clean-cut, grotesque, and sometimes beautiful. The ones I liked best are by Richard Lubrick, Steve Lack, and Sandy Schachner. Among the short stories, Nancy Naglin's "Felix's Pheasant" has both pathos and a kind of grotesque humour. There is an air of *Tobacco Road* about it, but the story creates a setting and characters that have an atmosphere of mad obsessive ordinariness which is both irritating and attractive. An unexpected denouement leads to the conclusion that what had looked like a casual and discursive "happening" had actually been skilfully and almost secretively plotted from the beginning.

The poets are interesting, competent, and sometimes more. The book begins well with a group of poems by Yoshimori Oiwa – almost the only ones in which wit and intellect have been subordinated to a tender but never sentimental emotion. His "A Visit to the Gravestone," "Ode to this Moment," and "Love Song Birth/Birth Song Love" are poems of great and gentle power. A few of the poets who try hard to be new, fantastic, hard-bitten, and thoroughly "modern" end by being only "modernistic" – a mistake not made by such satisfying poets as Kathie Hugessen, David Lieber, or Dave Chenoweth. Frederick Louder, in "First Sunday of Advent," retains both rhyme and metre yet manages to write a moving and successful modern poem. The strictest and most formal technician, however, is Joan Thornton, a poet of real intelligence, whose experiments with syllabic verse (seven syllable lines, or seven and five alternating) seem of great interest and value.

All in all *Snowmobiles Forbidden* is lively enough to make an old grad wish he were back at McGill and working on the *Daily* again.□

A.J.M. Smith, BSc(Arts) '25, MA'26, DLitt'58, renowned poet and almost authority on Canadian literature, he [illegible] professor of English [illegible] life on a different basis [illegible] the editorship.□

Letters Letters Letters

Parochialism Raging Through McGill

Reading Mr. Latouche's letter in the November issue of the *News* has confirmed my worst fear that rampant parochialism is presently raging through the lower campus under the guise of "relevance to Quebec." As an alumnus and third-year medical student, I must comment on Professor Latouche's views regarding research at McGill.

Mr. Latouche lamented the lack of mention of the name "Quebec" in the articles on McGill research in the September issue of the *News*. He was also distressed by the paucity of research projects "specifically directed at the Quebec community." If I may cite a few examples from the same issue of the *News*: Must the benefits that come from the research by Ling on deaf children, Melzack on pain, and Bates on pollution, to name a few, be confined within the borders of Quebec? Must we reject the Greek classics for purely Quebecois literature and philosophy in our curriculum? I hope the day will not come when McGill researchers, in order to receive the necessary financial support from the proposed provincial grants agency, have to publish their findings in the learned journals (for Quebec circulation only) under such patriotic titles as "Transplantation of *Quebec* Kidneys" or "The Molecular Structure of Benzene in *Quebec*."

If Mr. Latouche is aware at all of scholarship beyond his French Canada Studies program, he would no doubt be shocked to find that researchers at the University of Montreal or other francophone universities by no means restrict their intellectual endeavours to Quebec problems alone. McGill is not unique in harboring researchers who dare to look beyond the province. Important work is being done on leprosy at the University of Montreal, but one can probably count on one's fingers the number of true-bred Quebecers who suffer from the disease. Should that particular piece of research, which might benefit millions of non-Quebecers, be condemned simply because it is not "specifically directed at the Quebec community?"

Today's world is rapidly shrinking, and there are few problems left which are not universal in scope. If universities are to be places where knowledge is advanced, any research that is solely of local and provincial importance should be subordinate in priority to that which is of relevance to the entire human species. Hunger in India, revolution in China, racism in South Africa are as much problems affecting the people of Quebec as are the more immediate issues of language rights, unified school boards, and the Lapalme boys.

If Mr. Latouche's wishes were shared by our friendly Quebec City bureaucrats, we would look forward to seeing McGill University become the leading institution, not of Canada, not of Quebec, not even of Montreal, but of Sherbrooke Street West.

T.K. Young, BSc'69
Montreal, Canada

Latouche: Marxian Self-Criticism?

I read with interest the letter from Professor Latouche complaining that the McGill research described in your recent issue mentioned the name of Quebec only once, and thus showed no involvement in the Quebec community. I thought that such a low level of profundity had disappeared when we lost (?) the late (of McGill) unlamented Stanley Gray. Gray complained that our research was not involved in Quebec because in reading through all of the titles he found the name of Quebec mentioned only three times!

Let me give Mr. Latouche a very simple example: If Frederick Banting's research on insulin had been done at McGill and had been described in the *McGill News,* would Mr. Latouche's criticism have been the same? Has this tremendous boon to diabetics not benefited Quebec and is it not real involvement in a real problem in Quebec? Surely it does not take much intellectual profundity to extrapolate this to many of the research projects going on at McGill, on cancer, pollution, and utilization of water, including some of those mentioned in the article. I am not at all implying that they will produce the same results as Banting's did, but how does Mr. Latouche know they won't?

It may well be that McGill is not doing enough research *specifically* oriented to the Quebec community, but I thought that was Mr. Latouche's area of scholarly research. If his letter is meant to be taken in the spirit of Marxian self-criticism, then I applaud his honesty, but suggest there is for him a very simple way of increasing the scholarly output in this area.

Professor Leo Yaffe, PhD'43
Chairman, Department of Chemistry

McGill Must Join Quebec Stream

The articles concerning Principal Bell in the November '71 issue of the *McGill News* stir me to write in praise of the way things seem to be moving under his direction. An earlier edition of the *News* reflected what I thought was a mood of despair and of wishing to drop out of Quebec society. I think that feeling on my part was a result of still earlier articles about the CEGEPs and about government finance policies. I was gaining the impression that McGill people were feeling oppressed, were cut out of things, and were being required to drop standards.

The November issue brings new light and hope. I'm pleased to learn of the ways in which McGill is adapting to change and is taking a place in the total Quebec situation. In my student days at McGill I felt myself that we lived an isolated Anglo-Saxon life. Apparently this has changed for the better.

Principal Bell's speeches seem to be touching positively on the major current questions. I'm glad to read of him saying that even the financial treatment given McGill by the government is not really that unfair in comparison with treatment given other Quebec universities.

At the recent fall convocation of the University of Toronto, where Dr. Bell received an honorary degree, I spoke briefly with him at the reception following. I was impressed with his personal presence and felt encouraged that McGill was marching forward and not running away—joining the stream of a total Quebec society and not fostering some kind of Anglo-Saxon, stronghold philosophy in the midst of a foreign culture.

Ivor D. Williams, BA'38, MA'42
Toronto, Ontario

Wanted: Copies of *Old McGill*

I am anxious to obtain Volume 39 and 40 of *Old McGill* issued in June of 1936 and June of 1937 respectively, and would hope to hear from any of your readers who might have copies available.

Robert G. Blanchard
Hastings, Blanchard & Hastings
510 South Spring Street
Los Angeles, California 90013 □

Letters to the editor on all issues of concern to graduates should be sent to the McGill News, *3618 University Street, Montreal 112, Quebec.*

Society activities

by Tom Thompson

Over three hundred people turned out for the Young Alumni discussion on China, featuring Professor Paul Lin.



Under the leadership of its president, Robert Keefler, the Board of Directors has started to tackle the assigned tasks for long-range planning approved by graduates at the last Annual Meeting. All branch presidents and regional officers will receive the approved report on The Graduates' Society so their comments can be obtained. The executive committee of the Board of Directors will then develop a slate of activities to support the newly-defined objective, working in close cooperation with the board's standing committees.

At a time when many graduates seem anxious to cut back on activities of uncertain merit and embrace almost exclusively the traditionally successful events, President Keefler has opted for a strikingly different approach. He encouraged the directors to consider a wide scope for future activities – leading a few members to gasp in amazement at the massive nature of the program he was toying with.

The first series of Keefler proposals concerned how to prepare for the change which will effect the university and The Graduates' Society in coming years. He recommended that the Society become familiar with the recent Ministry of Education report on the role of government in higher education; review the McGill planning commission report; study the McGill Association of University Teachers' comment on the institution's long-range plans; focus on the Young Alumni and develop its program; establish a committee to evaluate reunions; and accelerate the present evaluation of fund-raising activities.

With specific regard to the Society's programing, Keefler's somewhat visionary proposals included promoting continuing education; using graduates as a source of special lecturers; making use of alumni skills for such activities as career counselling and liaison with the government; expanding the use of audio-visual aids so that video tapes of top speakers could be sent to the branches; and planning joint branch meetings with other universities.

One of Keefler's many ideas which is already being acted upon is an expansion of the Young Alumni. Initially created in the summer of 1970, the Young Alumni lecture series, sixteen months and thirty-five Tuesday evening programs later, is now well-known to recent graduates and students as well as to the many older graduates who turn out regularly to its discussions.

The size of the crowd at a Young Alumni event reflects the popularity of the specific subject, and the audience therefore fluctuates from 40 to 350 people. "The smaller the crowd, the greater the opportunity for audience participation," states the group's president, Jim Wright. "That after all is the important feature of our sessions." The vice-president for speakers, Suzanne Handman, adds that "any topic is fair game for our committee." People who attended the group's "Rated-X" evening, a spicy discussion on sin in the cinema, would certainly agree.

Members of the Young Alumni committee in Montreal are presently excited by the news that their program is being "syndicated." With the assistance of staff member Mary Cape, Young Alumni programs are being set up in Toronto, Vancouver, and New York.

Lindsey Eberts and Mrs. Andrea Alexander introduced the scheme to the Toronto area by holding three events before Christmas. The two discussions on penal reform and Canadian nationalism plus the ski bash finale were well received by Torontonians. Plans are being made to continue meeting on the first Wednesday of each month, beginning February 2.

Latest news from the founder and coordinator of the Vancouver Young Alumni, Robert Picard, is that the group's long-awaited first event will come in February.

The New York group has decided on a policy of sponsoring events for recent graduates alternately in Manhattan, New Jersey, and Long Island. At press time, the popular choice for a topic at the inaugural event was "China."

Around the Branches

There has of course been much more to branch programing than the establishment of Young Alumni franchises. The Ottawa branch recently made good use of local talent by holding a discussion on economic policy, featuring Simon Reisman, Canada's deputy minister of finance. Providing sophisticated help on the panel was McGill Faculty of Management Professor Donald Armstrong.

Also using local talent was the branch in Southern California, which as part of the group's McGill Alumni Series had James Long, a project director at the Jet Propulsion Laboratory, speak on "Interplanetary Exploration."

Vacation travel of McGill staff members (and students) is also a useful resource in branch programing and it recently allowed two distant branches to hold informative meetings. While visiting the Far East, Douglas Leopold, assistant to Music Dean Helmut Blume, addressed Hong Kong graduates. *News* Editor Harvey Schachter showed the Society's film, *Images,* to Bahamian graduates at a meeting hosted by Dr. and Mrs. Esfakis. During the lively question and answer period following the showing, Mr. Schachter was ably assisted by two McGill students, Paul Marchand, president of fourth year commerce, and Cary Miller, co-chairman of Open House, who were also vacationing in Nassau. □

Tom Thompson is acting alumni director.

Where they are **and** **what** they're doing

'13
E. Melville DuPorte, BSA'13, MSc'14, PhD'21, retired chairman of the Department of Entomology, Macdonald College, celebrated his 80th birthday on October 24, 1971.

'19
Mrs. E. Lozinski (Hazel Hoffman), Mus'19, has recently had her book of collected poems, *The World I Live In,* published in London, England.

'25
Otto Klineberg, BA'19, MD'25, DSc'69, has been named honorary president of the World Federation for Mental Health at its meeting in Jerusalem, and honorary president of the European League for Mental Hygiene at its Helsinki meeting.

'31
Palmer E. Savage, BSc'31, MEng'34, has been appointed to serve on the newly formed Standards Council of Canada, which is under the authority of the minister of industry, trade and commerce.
Seymour Wener, BCom'31, has been appointed vice-president, export division, of Bruck Mills Ltd., Montreal.

'32
G. Max Bell, BCom'32, publisher and Calgary resident, has given the Vanier Institute of the Family an endowment to bring outstanding lecturers in the field of family life education to western Canada.

'33
Louise Lefebvre, BLS'33, has retired after 29 years as chief librarian at the Pulp and Paper Research Institute of Canada.

'34
Kenneth C. Maclure, BSc'34, MSc'50, PhD'52, has become chief of Canada's Defence Research Staff in England.
Sydney D. McMorran, BCL'34, has retired as secretary of Bell Canada after 34 years of service.
Leeds M. Nelson, BCom'34, has been elected an alderman in the City of Westmount.

'35
Douglas N. MacLeod, BEng'35, has been appointed general manager of CP Telecommunications, Canadian Pacific Ltd.

'36
James P. Anglin, BA'33, BCL'36, has been appointed chairman of the Vancouver advisory board of Crown Trust Co.

'37
G. Ian Craig, BCom'37, has been re-elected as alderman in the City of Westmount.
James T. Moore, BA'37, has been appointed secretary of Bell Canada.

'38
Charles Aspler, BArch'38, has been re-elected as alderman in the City of Westmount.
Grant H. Lathe, BSc'34, MSc'36, MDCM'38, PhD'47, is a co-recipient of the 1972 John Scott Award for the invention of gel filtration. He is presently head of the Department of Chemical Pathology, Leeds University, England.
Donald C. MacCallum, BEng'38, has been elected an alderman in the City of Westmount.

'39
W. Stewart Mowat, BA'39, has been appointed manager for the Montreal office of Tandy Advertising Ltd.
B. Seymour Rabinovitch, BSc'39, PhD'42, professor of chemistry at the University of Washington, Seattle, has just returned from a sabbatical leave at Oxford University where he was a Visiting Fellow of Trinity College.
Donald W. Sutherland, BCom'39, has been appointed president of Frank W. Horner Ltd.
J. Gordon Telfer, BCom'39, has been appointed vice-president and comptroller of Montreal Trust Co.

'41
William C. Gibson, MSc'36, MD'41, has been appointed a member of Canada's Defence Research Board.

'43
Paul A. Ouimet, BCL'43, MCL'53, has been elected mayor of the City of Westmount.

'45
Dr. William W. Happ, BSc'45, has been appointed dean of Engineering, Sacramento State College, California.

'46
Herman Buller, BCL'46, has obtained his BEd degree from the University of Toronto.
Edith J. Green, DipNur'46, has retired as professor and assistant dean of Indiana University School of Nursing.
Mrs. A. Leonard Griffith (Anne Cayford), BSc'45, BSc(PE)'46, has obtained her BEd degree from the University of Toronto.

'47
Edward M. Ballon, BA'47, has been appointed general manager, retail operations, of Henry Birks & Sons Ltd.
Mrs. Laird Lindsay (Ruth Proctor), BA'47, has obtained her MA degree from the University of Toronto.
Cecil F. MacNeil, BEng'47, has been appointed manager, switchgear and control division, at the Industrial Products Group of Westinghouse Canada Ltd.
Ross A. Poole, BCom'47, was elected president of the Institute of Internal Auditors' Montreal Chapter.

'48
Raymond E. Chant, BEng'48, MEng'50, head of the Department of Mechanical Engineering at the University of Manitoba, has been elected a Fellow of the Engineering Institute.
John G. Ireland, BA'48, has rejoined Towers, Perrin, Forster & Crosby, international consultants to management, as vice-president and senior Canadian consultant.
Gordon M. Pfeiffer, BCom'48, has been appointed manager, car marketing, for Chrysler Canada Ltd.
Havelock H. Yates, BSc'48, PhD'52, has been appointed vice-president, academic, at Ryerson Polytechnical Institute in Toronto.

'49
John D. Andrew, BCom'49, has been appointed president of Consolidated-Bathurst Pulp & Paper Ltd.
Gordon L. Cooper, BEng'49, has been appointed manager of manufacturing for Quebec North Shore Paper Co.
John P. Rogers, BA'49, has become president of Molson's Brewery Que. Ltd.
William R. Saxton, BSc'49, has been appointed president of Canadian International Paper Research Ltd.
Geoffrey R. Stead, BSc(Agr)'49, has obtained his MEd degree from the University of Toronto.

'50
Kenneth C. Hague, BEng'50, has been elected president and chief executive officer of

Crouse-Hinds Co. of Canada, Ltd., Scarborough, Ontario.
T. B. (Elmer) Lounsbury, BEng'50, DipM&BA'55, has been appointed vice-president, marketing, of Westinghouse Canada Ltd.
Maurice Segall, BA'50, has been appointed senior vice-president and general manager, card division, American Express Co.

'51
John A.H. Allan, BCom'51, has been appointed a vice-president of Reed Shaw Osler Ltd.
Ethel B. Allen, BSW'51, has obtained her MSW degree from the University of Toronto.
David Boyce, BSc(Agr)'51, has been appointed operations services manager for General Foods Ltd., Toronto.
Robert D. Heyding, PhD'51, has been appointed head of the Department of Chemistry at Queen's University.
G. Everett Matthews, BEng'51, has been appointed manager, apparatus service division, for the Industrial Products Group of Westinghouse Canada Ltd.
Gordon E. Myers, PhD'51, has been appointed associate dean of the Faculty of Pharmacy and Pharmaceutical Sciences at the University of Alberta.
Niels H. Nielsen, BA'51, MA'54, has been named director of corporate compensation for Johnson & Johnson in New Brunswick, N.J.

'52
Harold R. Klinck, MSc'52, PhD'55, has been named acting dean of McGill's Faculty of Agriculture and acting vice-principal for Macdonald College.

'53
John S. Walton, BEng'53, has been appointed executive vice-president of Canadian Liquid Air Ltd.
Audrey J. Williams, BSc'53, MSc'55, has been appointed research and interuniversity affairs officer at Sir George Williams University.

'54
Robert Hanes, BSc(Agr)'54, has been appointed plant manager for General Foods Ltd., Montreal.

'56
Douglas N. Carlaw, BEng'56, has been appointed manager of the eastern branch of Babcock & Wilcox Canada Ltd., in Montreal.
John B. Ciaccia, BA'53, BCL'56, has been appointed assistant deputy minister in the Department of Indian Affairs and Northern Development.
Rogers A. Ludgate, BEng'56, has become research and development manager of Du Pont explosives division.
Donald B.R. Murphy, BSc'56, has been appointed vice-president, marketing, of Blackwoods Beverages Ltd., Winnipeg.

'57
Rosalind A. Hudson, BSc'57, is now deputy head of Queen's College, Barbados.

'58
Colin B. Atkinson, BEng'58, has been appointed assistant professor of English at the University of Windsor.
L. Yves Fortier, BCL'58, has been appointed co-chairman for the Department of Justice's National Conference on the Law, in Ottawa, February 1-4, 1972.
William M. Holcroft, BEng'58, has been appointed marketing manager of Standard Structural Steel Ltd.
John N. Tilley, BEng'58, has been appointed general manager of operations for The General Supply Co. of Canada Ltd.

'59
John G. Chabrol, BSc'59, PhD'64, has obtained his DDS degree from the University of Toronto.
John A. Dadson, BSc(Agr)'59, has obtained his PhD degree from Harvard University.
André J. Galipeault, BCL'59, has been appointed associate general counsel of Texaco Canada Ltd.
Richard L. Van den Bergh, BA'54, MD'59, has been promoted to associate clinical professor of psychiatry on the part-time faculty of the University of Colorado School of Medicine.

'60
Sonilal R. Pancham, BSc'60, has been appointed lecturer in the Department of Obstetrics and Gynecology at Queen's University.

'61
Mrs. Carl Garry (Loraine Spencer), BA'59, BLS'61, has obtained her MLS degree from the University of Toronto.

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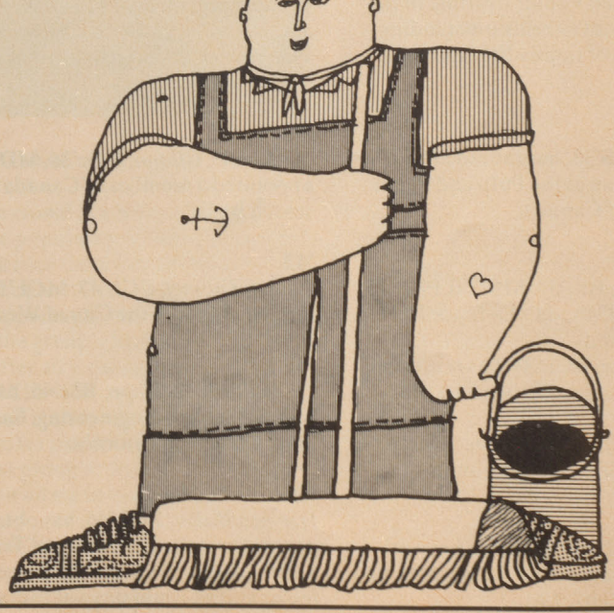
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The *McGill News*
Class Notes
3618 University St.
Montreal 112, P.Q.



Sydney G. Goldwater, BSc'61, PhD'68, has obtained his diploma in business administration from the University of Toronto.
Edward P. Runge, BCom'61, has been named manager, personnel relations, of Xerox Square, Rochester, N.Y.

'62

Glenn H. MacEwen, BEng'62, has obtained his PhD degree from the University of Toronto.
Allan K. McDougall, BA'62, has obtained his PhD degree from the University of Toronto.
Douglas C. Robertson, BA'58, BCL'62, has been re-elected as alderman in the City of Westmount.
Harro W. Van Brummelen, BSc'62, has obtained his MEd degree from the University of Toronto.
Dr. Naomi Zigmund (Kershman), BSc'62, has been appointed associate professor of education at the University of Pittsburgh, Pennsylvania.

'63

Sheldon H. Chandler, BArch'63, is presently a principal in the firm of Chandler-Kennedy, Architects, in Calgary, Alberta.
Teuvo J. Majanlahti, BSc'63, has obtained his MBA degree from the University of Toronto.
William F. Wilson, BCom'63, has obtained his MBA degree from the University of Toronto.

64

Diane C. Abbey, BA'64, has obtained her MEd degree from the University of Toronto.
Mrs. Margaret Cameron (Lee Russell), BLS'64, has obtained her MLS degree from the University of Toronto.
Joseph B. Fashakin, BSc(Agr)'64, has obtained his doctor of science degree in public health from Harvard University.
Gerald Sheff, BArch'64, has obtained his MBA degree from Harvard University.
Nicholas J. Walt, BCom'64, has obtained his MBA degree from Harvard University.

65

Harry J. Bloomfield, BA'65, has obtained his MBA degree from Harvard University.
Stephen C. Ho, BSc'65, has obtained his DDS degree from the University of Toronto.
Howard Winston Hulan, BSc(Agr)'65, MSc'68, presently an NRC (Canada) Postdoctorate Fellow in the Department of Biology, Carleton University, received his PhD (Nutrition) degree from the University of Maine in August.
Frederick Tsun-Chai Leung, BSc'65, has obtained his PhD degree from the University of Toronto.
I. David McFarlane, BSc'65, has obtained his MBA degree from the University of Toronto.
David J. Shtern, BSc'65, has obtained his MSc degree in urban and regional planning from the University of Toronto.
Frank D. Warbis, BMus'65, has obtained his MA degree from the University of Northern Colorado.

66

Stanley Algoo, BA'66, has obtained his MLS degree from the University of Toronto.
Edward R. Cherry, BSc'66, has obtained his MBA degree from the University of Toronto.
Jacques Drouin, MBA'66, has become a partner of Urwick, Currie & Partners Ltd.



"If to be a revolutionary is to want elections in your own country, then I am a revolutionary," asserts Ming-min Peng, a scholar who fled his native Taiwan after being imprisoned by Chiang Kai-shek.

Focus

As an advisor to the former Chinese delegation to the United Nations, and a law professor and past chairman of the Political Science Department at National Taiwan University, Ming-min Peng, LLM'53, could have been one of Generalissimo Chiang Kai-shek's senior cabinet ministers if he had followed orthodox political lines in Formosa.

Recalls Peng: "At the beginning our relationship was very good, since he considered me a young intellectual who could be promoted for the regime's interest. However, as a student of political science and law, I thought it was within my professional duty to comment on current domestic and international politics. I pointed out the irrationality of the government's position in claiming to be the government of all of China. I urged the establishment of a more democratic and representative government in Taiwan."

Upset by that challenge to its policies, the Nationalist regime arrested the outspoken Peng and several of his students on charges of subversive activity. The defendants were held incommunicado by the secret police, tried, and sentenced to eight years imprisonment. However, after a year Chiang Kai-shek personally intervened to have Peng released. Still, he was kept under house arrest and not permitted to resume his university work. Moreover, for the next four years, anybody who visited him was likely to be picked up by the police and interrogated.

In December 1969, Peng mysteriously escaped incarceration and fled his native land on a fishing boat bound for Hong Kong. There he was provided with travel documents that allowed him to head for Sweden where he awaited admission to the United States. After some time the American government finally granted Peng entry into the country, and he accepted a long-standing offer to be a senior research scholar at the University of Michigan's Centre for Chinese Studies.

Peng, whose research concerns the international legal history of Taiwan, hopes to use his new post to publicize the Taiwanese case for self-determination to the American public and policy makers. He believes that the real issue confronting Taiwan is not whether the country will be independent but whether the 14 million Taiwanese will have something to say about their own political future. "They are denied their legitimate rights, representation, and aspirations," charges Peng. "The Taiwanese constitute 85 per cent of the population of Taiwan and even though they are a majority, they have only about 3 per cent representation in the government. The present regime has never spoken legitimately for the majority of Taiwan; it cannot do so unless it undergoes a basic structural change and the Taiwan majority is represented effectively at every level.

"If to be a revolutionary is to want to see free elections in your own country, then I am a revolutionary," reflects the non-Communist Taiwan native.

Although many people presently believe that there will eventually be a union between Formosa and China, Peng disagrees. He explains that the histories of the Chinese and Taiwanese are different and they have therefore each developed their own distinct identity. "Cut off for more than twenty years from the experience of the new China, all the people in Taiwan now have no more connection to China than Americans have to Britain," he asserts.

Peng plans to stay at the University of Michigan at least through the summer of 1972. If he becomes too outspoken, the Nationalist government could conceivably apply pressure on his wife and two children, who remain in Taiwan, to make him give up the struggle and return home. *M.C.*

Sylvia L. Dunbar, BA'66, has obtained her LLB degree from the University of Toronto.
Robert D. Peterson, BSc'66, has obtained his BEd degree from the University of Toronto.
Richard A. Shaw, BSc'66, has obtained his LLB degree from the University of Toronto.
Lloyd E. Smith, BA'66, has graduated as a lawyer from Gray's Inn, London, England, and is now practising in Barbados.
Esther G. Tafler, BA'66, has obtained her MD degree from the University of Toronto.

'67

Richard A. Brecher, BA'67, has obtained his PhD degree from Harvard University.
Clifton G. Chin, BArch'67, has obtained his MSc degree in urban and regional planning from the University of Toronto.
Martin S. Gerson, BA'67, has obtained his MSc degree from Simon Fraser University.
Stanley R. Greig, BCom'67, has obtained his MBA degree from Harvard University.
David E. Latremoille, BCom'67, has been appointed assistant treasurer and comptroller of RoyNat Ltd. and its subsidiaries.
Joel H. Lipman, BSc'67, has obtained his BEd degree from the University of Toronto.
Mrs. Howard Marowitz (Sema G. Penner), BA'67, has obtained her MEd degree from the University of Toronto.
John K. Martin, BA'67, has obtained his BA honours degree in history from Carleton University.
David S. McLean, BA'67, has obtained his MA degree in teaching from Harvard University.
Richard J. Rowland, BSc'67, has obtained his MD degree from the University of Toronto.
Gail Vallance, BA'67, has obtained her MA degree from Carleton University.

'68

Leonard Bierbrier, BA'65, BCL'68, has obtained his MBA degree from Harvard University.
Diane Fayerman, BA'68, has obtained her BEd degree from the University of Toronto.
Susan M. Fuller, BA'68, has obtained her MSW degree from the University of Toronto.
Leslie P. Greenberg, BSc'68, has obtained his BSc degree in pharmacy from the University of Toronto.
Douglas A. Hendler, BA'68, has obtained his LLB degree from the University of Toronto.
Ralph S. Howe, BCom'68, is in his final year for a master of divinity degree at Trinity College, University of Toronto. He was ordained a deacon in the Anglican Church of Canada in November.
Marvin Kaiman, BSc'68, has obtained his MSc degree from Carleton University.
Julius Melnitzer, BA'68, has obtained his LLB degree from the University of Toronto.
Sharon L. Rollit, BA'68, has obtained her diploma in speech pathology and audiology from the University of Toronto.
Peter Rossner, BSc'68, has obtained his MA degree from Columbia University.
Mrs. Michal Schonberg-Sembera (Pasia Barer), BA'68, has obtained her diploma in child study from the University of Toronto.

'69

Lorene Bard, BN'69, MSc(Appl)'71, has been appointed lecturer in nursing at Queen's University.
Esther R. Blum, BA'69, has obtained her MSW degree from the University of Toronto.
Frank Kuo Pang Chow, BSc'69, has obtained his MBA from the University of Toronto.
Paul J. Duggan, BA'69, has obtained his MBA degree from Harvard University.
George P. Laszlo, BEng'69, has obtained his master of applied science degree from the University of Toronto.
Annette G. Levine, BA'69, has obtained her diploma in speech pathology and audiology from the University of Toronto.
M. Philip Mathew, PhD'69, has joined the Office of Economics in the Department of Industry, Trade and Commerce, Ottawa.
Hugh R. McKay, BEng'69, has obtained his MSc degree from the University of Toronto.
Norman W. Quon, BCom'69, has obtained his MBA degree from the University of Toronto.
Frederika M. Rotter, BA'69, has obtained her MA degree from the University of Toronto.
Lily Shainfarber, BA'69, has obtained her MSW degree from the University of Toronto.
Harvey Skolnick, BSc'69, has obtained his MBA degree from the University of Toronto.
Mrs. Brian Smith (Bonita Gomberg), BA'69, has obtained her MSW degree from the University of Toronto.
Leonard J. Staples, DipEng'69, has obtained his MEng degree from Carleton University.
Rebecca Woo, BA'69, has obtained her MSc degree in urban and regional planning from the University of Toronto.

'70

Julie E. Auerbach, BA'70, has obtained her BEd degree from the University of Toronto.
Mrs. J. Michael Ellis (Fairlie A. McKee), BSc(HEc)'70, has obtained her BEd degree from the University of Toronto.
Tiiu Ingel, BA'70, has obtained her BEd degree from the University of Toronto.
Gaston P. Jorré, BA'70, has obtained his MA degree from the University of Toronto.
Mrs. Bruce G. Lawson (Alison C. Duncan), BA'70, has obtained her BEd degree from the University of Toronto.
Vera M. Linklater, BA'70, has obtained her BEd degree from the University of Toronto.
Thomas H. Markowitz, BSc'70, has obtained his BEd degree from the University of Toronto.
John A. Maxwell, MSW'70, has obtained his diploma in advanced social work from the University of Toronto.
Holly A. Price, BSc'70, has obtained her BA honours in psychology from Carleton University.
George R. Strathy, BA'70, has obtained his MA degree from the University of Toronto.
Magdalena M. Wacek, BA'70, has obtained her MA degree from the University of Toronto.

Deaths

'04

Annie L. Macleod, BA'04, MSc'05, PhD'10, on Sept. 29, 1971.
Mrs. Michael Michaels (Muriel E. Hart), BA'04, on Nov. 29, 1971.
A. Muriel Wilson, BA'04, MA'11, at Montreal, on Nov. 9, 1971.

'08

John W. Arbuckle, MD'08, on July 31, 1971.

'10

Rev. Frank H. Stanton, BA'10, at Burlington, Ont., on Oct. 23, 1971.

'11

Mrs. Basil E. Porritt (Jane T. Willett), BA'11, at Victoria, on Sept. 28, 1971.

'12

Mrs. W. Boyd Campbell (Charlotte L. Johnston), BA'12, on Oct. 9, 1971.
Edward Futterer, BSc'12, on Aug. 15, 1970.
Alan R. Renaud, AppSc'12, in Oct., 1971.

'13

John A. Carson, BSc'13, at Vancouver, on Jan. 23, 1971.

'14

Royce L. Gale Sr., BA'14, at Sherbrooke, on Oct. 18, 1971.
F. Wendell Tidmarsh, MD'14, at Charlottetown, on June 8, 1971.

'16

L. Corsan Reid, MD'16, at New York City, on Oct. 1, 1971.
George E. Wallingford, BSc'16, on Sept. 15.

'17

J. Dean Robinson, MD'17, in Sept., 1971.

'19

Mrs. A.L. Hughes (Jessie Alice Paterson-Smyth), BA'19, at St. Louis, Missouri, on Nov. 10, 1971.

'20

Robert M. Robertson, BSc'20, at Ste. Anne de Bellevue, on Nov. 11, 1971.

'23

Carroll L. Gault, BCom'23, at Portland, Oregon, on Oct. 11, 1971.

'24

Alexander W. Hyndman, DDS'24, at Montreal, on Nov. 19, 1971.

'25

Harold Hersh, DDS'25, on Sept. 29, 1971.
Herbert H. Stein, BCom'25, at Montreal, on Oct. 3, 1971.

'26

C. St. Clair Duffy, MD'26, at Montreal, on Nov. 17, 1971.
Max Littner, MD'26, on Aug. 12, 1971.
Hon. Mr. Justice G.B. Puddicombe, BA'23, BCL'26, at Montreal, on Oct. 18, 1971. He was a juror of the Quebec Superior Court.
Frederick C. Salter, BSc'26, last summer.

'27

Dr. Simon Barskey, BA'27, at Montreal, on Oct. 24, 1971.
Alfred J. Wise, BSc'27, on Nov. 28, 1970.

'28

Henry R. Christie, MD'28, on Aug. 16, 1971.
A.C. Lyons, BA'28, on July 23, 1971.
Paul Michael, BSc(Med)'28, MD'28, on Aug. 3, 1971.
Geoffrey Simpson, DDS'28, at Pinner, Middlesex, England, on Dec. 1, 1971.

29

Mrs. Selwyn Irwin (Gertrude F. Sharp), BA'29, at Lac Marois, Quebec, on Nov. 26, 1971.

John J. Wasserman, BA'29, at Houston, Texas, on Oct. 9, 1971.

30

Mrs. Rupert A. Wheatley (Reta Eleanor MacDonald), BA'30, at Montreal, on Sept. 28, 1971.

33

Annie S. Cavers, DipNur'33, on Nov. 3, 1971.

Victor C. Lindsay, BEng'33, MEng'36, at Sherbrooke, on Nov. 18, 1971.

34

Mrs. Henry Miller Watson (Hildred Dubrule), BCom'34, on Nov. 4, 1971.

35

Rabbi Marvin Joel Goldfine, BA'35, at New York City, on Nov. 11, 1971.

36

David W. MacKenzie Jr., BA'30, MD'36, at Eldon, P.E.I., on Sept. 30, 1971.

38

Mrs. Lyon Lapin (Charlotte Slabotsky), BA'38, DipSW'44, on Oct. 15, 1971.

40

Gerald C. Bowes, MD'40, in Jan., 1971.

Duncan C. Smyth, MD'40, in Jan., 1970.

42

. Paul Buchanan, MD'42, in Vermont, on ept. 11, 1971.

43

Mrs. Raymond Crawford (Gwendolyn James), DDS'43, in July, 1970.

47

rnest E. Eades, DDS'47, at Moose Jaw, Sask., n Jan. 25, 1971.

48

Wilfred L. Anderson, BSc(PE)'48, at Granby, n Nov. 25, 1971.

. Norwood Carter, BA'48, on June 10, 1971.

r. Glyn M. Lorde, BA'48, in Barbados, in the ll of 1971.

oger L. de Verteuil, MD'48, in southern rance, on July 10, 1971.

49

. Leonard Beaton, BA'49, at Athens, in the ummer of 1971.

50

lexander S. MacLaren, MSc'50, PhD'53, at ttawa, in March, 1971.

51

ouis Segal, BEng'51, MSc'52, on Nov. 5, 1971.

55

ilal Riaz Husain, PhD'55, on Aug. 13, 1971.

59

William Mathison, MEng'59, on May 10, 1971.

61

ohn A. Spotton, BSc'61, on Oct. 3, 1971.

1972 Travel Program

The McGill Society of Montreal

11 Feb. 26 Feb.	Charter flight to Zurich	$155	Rate includes flight only
23 Mar. 13 Apr.	Charter flight to Madrid & Malaga	$185	Rate includes flight only Special package in apartments available
25 Mar. 8 Apr.	Group flight to Athens	$315	Rate includes flight only Children ½ fare
30 Mar. 9 Apr.	Charter flight to London	$159	Special rates available for car rental with unlimited mileage Special group flights to Israel
6 May 27 May	Group flight to Athens	$315	Rate includes flight only Children ½ fare
12 May 3 June	Charter flight to London	$159	Special rates available for car rental with unlimited mileage Special group flights to Israel
3 June 24 June	Group flight to Athens	$315	Rate includes flight only Children ½ fare
16 June 9 July	Charter flight to London	$186	Special rates available for car rental with unlimited mileage Special group flights to Israel
23 June 7 July	Charter flight to Western Canada	$125	Special packages available: car rental with unlimited mileage, or motorcoach tour through Western Canada
1 July 22 July	Group flight to Athens	$315	Rate includes flight only Children ½ fare
1 July 30 July	Charter flight to Vienna	$254	Rate includes flight only
7 July 21 July	Charter flight to Western Canada	$125	Special packages available: car rental with unlimited mileage, or motorcoach tour through Western Canada
14 July 6 Aug.	Charter flight to Paris	$218	Rate includes flight only
16 July 5 Aug.	Charter flight to London	$205	Special rates available for car rental with unlimited mileage Special group flights to Israel
21 July 4 Aug.	Charter flight to Western Canada	$125	Special packages available: car rental with unlimited mileage, or motorcoach tour through Western Canada
22 July 13 Aug.	Charter flight to Amsterdam	$218	Rate includes flight only
4 Aug. 18 Aug.	Charter flight to Western Canada	$125	Special packages available: car rental with unlimited mileage, or motorcoach tour through Western Canada
4 Aug. 27 Aug.	Charter flight to London	$205	Special rates available for car rental with unlimited mileage Special group flights to Israel
5 Aug. 26 Aug.	Group flight to Athens	$315	Rate includes flight only Children ½ fare
18 Aug. 1 Sept.	Charter flight to Western Canada	$125	Special packages available: car rental with unlimited mileage, or motorcoach tour through Western Canada
25 Aug. 16 Sept.	Charter flight to London	$186	Special rates available for car rental with unlimited mileage Special group flights to Israel
1 Sept. 22 Sept.	Group flight to Munich	$230	Reserved accommodation and tickets for Olympic Games Children ½ fare
2 Sept. 23 Sept.	Group flight to Athens	$315	Rate includes flight only Children ½ fare

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Voices from the past

by Edgar Andrew Collard

Part of a university's rich history is made up of many anecdotes about the eccentricity of its professors.

Among the delights of any university are the eccentricities of its professors. In that respect McGill has not been at all deficient. There was, for example, Professor S.B. (Sammy) Slack of the Department of Classics. What he was like has been pictured by Thomas H. Matthews, who is now retired after many years as registrar:

Fifty years ago organized radio was in its infancy, television was not yet born, and academic salaries were lamentably low. Lacking the means to buy more expensive entertainments, the McGill staff occasionally entertained themselves. These entertainments were usually great fun and sometimes revealed unsuspected talents, such as those of Professor S.B. Slack, who emerged from relative obscurity as a professor of Greek to local fame as an actor.

Previous to his stage appearances Professor Slack was famous mainly because he slept in the East Wing of the Arts building – or so people said. He certainly washed his socks and underwear there and hung them to dry on a line stretched across his classroom.

His stage career began in 1923, two years before he retired, in the play, *Pious Aeneas,* one of Maurice Baring's *Diminutive Dramas.* Slack took the part of Aeneas.

We had one or two rehearsals and all went well until the dress rehearsal. We were to be dressed by Professor Traquair, an expert who with two bedsheets and three safety pins turned us into well-dressed Greeks. The only difficulty was that Professor Slack wore long woollen underwear and stubbornly refused to take it off.

Eventually, as a compromise, Slack consented to roll his woollies above his knees – but no further. So rolled, they were invisible to the audience towards the back of the hall but a bit unexpected and amusing to those in the front.

In the middle of the play Slack forgot his part. The missing words were, "I simply must visit my father's tomb in Sicily," and the prompter repeated them in a fairly audible whisper, but the whisper was not loud enough for Slack, who replied with a most audible, "What?" This spurred the prompter to repeat the lines in a really loud voice and this time Slack heard and acknowledged it with a most audible, "Oh yes, of course," and then continued his part.

There are many stories about Dr. Alexander Johnson, former dean of the Faculty of Arts and vice-principal. He was at McGill for an extremely long time and had come to regard himself as the supreme authority on the college rules. When Stephen Leacock once proposed some change in the rules, the dean remarked, "What does he know about the rules? He's only been here twelve years." Reverend Dr. William Dunn Reid, BA'90, wrote this account of Dean Johnson's insistence on the letter of the law:

The students all knew him by the familiar name of "Pat." Pat was a stickler on the gown question. If any student appeared in his classroom minus a gown, he would say in his gruffest tone, "Who are you?" When the answer came, "I am one of your students, sir," he would reply, "No, you are not one of my students, as my students all wear gowns. Get out!" And out we had to go.

After having written my exams for the BA degree, I went home for a couple of weeks. Upon my return to college the day before convocation, I proceeded straightway to Pat's office to see how I had fared in my exams. Seeing an old gown hanging on the wall of the rotunda, I threw it around my shoulders, as I thought there would be no use in appearing before the dean gownless. Rapping on the door of his office, I heard, "Come in." I entered and found him standing ready to depart.

I began by saying, "Professor, I just dropped in to see how I fared in my exams." He said at once, "I can't answer you here, as you have your gown on, but just follow me."

Silently I followed him down the stairs and wondered what was coming next. Throwing my old gown on the nail, I went back to him and said, "Will you tell me the results now?" "No," he replied, "just follow me."

Very deliberately and silently I followed him outside, down the steps, and across the road to the sidewalk. Then turning to me very affably, he said, "You know when you had your gown on you were in your capacity as a student, and, as I had no gown on, I could not talk to you as your professor. Then in the hall downstairs, we were both within the precincts of the college. But now I can talk to you as a friend and unofficially. Yes, you did very well, and will get your degree tomorrow."

Among the eccentric professors none ever excelled Professor John Macnaughton of the Department of Classics. What he was like in the classroom is recalled by Colonel Paul P. Hutchison, BA'16, BCL'21, DCL'56:

Professor Macnaughton was a fiery Highland Scot, formerly a Presbyterian clergyman with an appointment at Queen's University. As he said, he left Queen's because he could not stand "the damn prayers."

One day he was lecturing to us in the theatre-like room of the Arts building. He left the desk below us to rest his head on the wooden pillar, closed his eyes and circled the post, quoting from memory large slices of Ovid.

When he suddenly stopped and opened his eyes, he found one of his students reading the *McGill Daily* at the back of the room and called out, "You, up there, why are you not taking notes?" The student replied, "My fountain pen is empty, sir." Furious, the professor barked at him, "Foolish virgin – she had no oil – get out of my classroom immediately!"

Traits of Scottish eccentricity also belonged to Dr. Sinclair Laird, who in 1913 was appointed professor of education and dean of the School for Teachers at Macdonald College. An exampl of his characterful and colourful ways is given by David C. Munroe, BA'28, MA'30, MA'38, LLD'70:

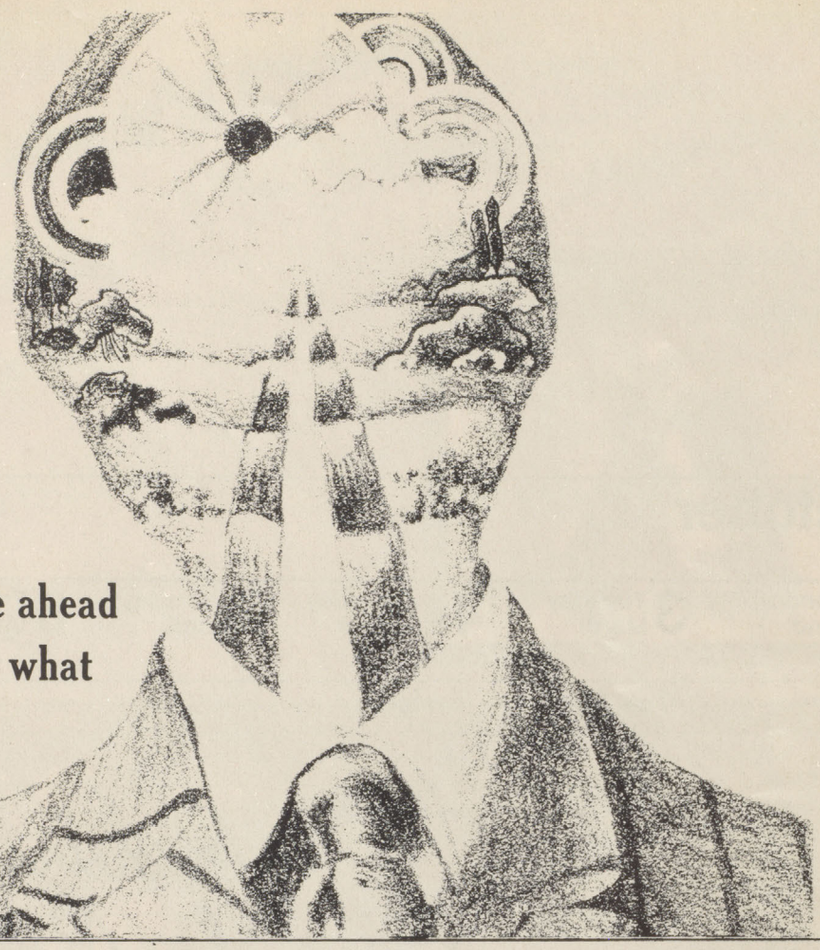
Sinclair Laird was a raw-boned Scot. After graduation from St. Andrews, he had taught in a lycée in Lyon, France, an experience whic proved advantageous in Quebec.

For a number of years he represented the English-speaking community on the town council of Ste. Anne de Bellevue, serving as chairman of the finance committee. There he had the reputation for scrutinizing each budge item with typical Scottish thoroughness.

On one occasion the French-speaking members proposed, with some misgivings, a considerable expenditure for fireworks to cele brate St. Jean Baptiste Day on June 24. They were more than a little surprised when Laird pledged his full support. After the item was ap proved by the council, one of his colleagues expressed appreciation of this demonstration of tolerance.

"Tolerance," Laird replied, "what do you mean? I did not support that vote to celebrate the feast of St. Jean Baptiste. It was to celebrat the victory of Bannockburn on June 24, 1314, when the Scots slaughtered the English."□

Edgar Andrew Collard, editor emeritus of the Montreal Gazette, *is acting as editor of a book of reminiscences by graduates. All reminiscences about McGill are welcomed.*



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October

2 Monday Lundi	3 Tuesday Mardi	4 Wednesday Mercredi	5 Thursday Jeudi	6 Friday Vendredi	7 Saturday Samedi	8 Sunday Dimanche
Ryan 9:15	Dentist 10:50	Lodge 10:00				
Duncan 10:30	Taylor 2:15	Staff Meeting 11:00				
Phillips Lunch	Russel 4:00	Sanders Lunch				
Oliver 3ish		Lucas 4:00				

Return to McGill
for Reunion
Thursday, October 5th
Sunday, October 8th

'72 Reunion
All classes ending in a 7 or 2
Reserve the date now

V53#2

McGill News

MAR 27 1972

March 1972

Ken Dryden excels on two distinctly different fronts: the quiet, dignified atmosphere of the Faculty of Law and the hectic, raucous world of the National Hockey League. See page 5.

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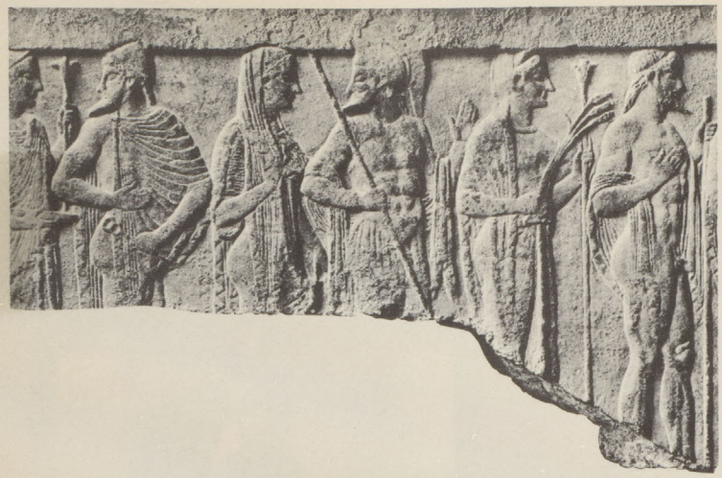
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The McGill Society of Montreal

Travel Program for 1972

Membership in the Travel Program is available to graduates, parents, and associates making current contributions to McGill or by paying a $10.00 fee to the McGill Society of Montreal. By I.A.T.A. regulations all activ graduates are immediately eligible for all flights.

Charter Flights to Europe

23 March–13 April
Madrid and Malaga...$185.00

30 March–9 April
London...$159.00

12 May–3 June
London...$159.00

16 June–9 July
London...$186.00

29 June–30 July
London...$205.00

1 July–30 July
Vienna...$254.00

14 July–6 August
Paris...$218.00

16 July–5 August
London...$205.00

22 July–13 August
Amsterdam...$218.00

4 August–27 August
London...$205.00

25 August–16 September
London...$186.00

21 December–7 January
London...$139.00

Ask about the "extras":
London — car rental, unlimited mileage and
group flights to Israel
Malaga — apartment rentals



Group Flight to the "Olympics"

Children 2–11 inclusive
½ fare

1 September–25 September
Munich / Zurich...$240.00

Fly direct to Munich, stay in the pleasant resort town of Lenggries, use the commuter train to attend the events of your choice at the XX Summer Olympic Games in Munich. From September 11 you are on your own to visit the interesting regions of Europe...then meet again in Zurich on September 25 for your direct flight back to Montreal.

Ask about these choices:
Accommodation with breakfast at $45.00, $55.00, or $70.00 per person for 9 nights (September 2 to September 11).
Olympic Event Tickets–"first come, first served" basis

Group Flights to Europe

Children 2–11 inclusive
½ fare on all group flights

25 March–8 April
Athens...$315.00

15 April–6 May
Athens...$315.00

6 May–27 May
Athens...$315.00

3 June–24 June
Athens...$315.00

1 July–22 July
Athens...$330.00

5 August–26 August
Athens...$330.00

2 September–23 September
Athens...$315.00

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   23 June to Calgary
   Returning
   7 July from Vancouver

2. Leaving
   7 July to Vancouver
   Returning
   21 July from Calgary

3. Leaving
   21 July to Calgary
   Returning
   4 August from Vancouver

4. Leaving
   4 August to Vancouver
   Returning
   18 August from Calgary

5. Leaving
   18 August to Calgary
   Returning
   1 September from
   Vancouver

All the above Charter Flights a $125.00 return.

Ask about our specials:
Car rental in Western Canada
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The McGill Society of Montreal is pleased to promote its ninth year of travel service to the McGill community. Applications for membership may be obtained from Mr. H. Bloom, 392-4819, at the Graduates' Society, 3618 University Street, or from our travel agent.

For further information and applications please call:

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Telephone (514) 739-3128

Notebook

McGill News
Volume 53, Number 2
March, 1972

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For those who wonder whether McGill continues to play as vital a role in Canada as it did in the past, an answer of sorts appeared in the second week of February. Two mainstays of the Luce publishing empire, *Sports Illustrated* and *TIME Canada*, featured McGillians on their covers. In "Dryden for the Defence," *Sports Illustrated* detailed how McGill's lawyer-goalie has kept the cherished Montreal Canadiens in the running for the Stanley Cup playoffs. *TIME* presented for mass consumption the many distinguished works and incisive thoughts of "Canada's Master Architect," Arthur Erickson, BArch'50.

Ironically, that week the *News* was finishing this issue, which also puts the spotlight on a student and a graduate. After editions devoted to outlining research work and teaching innovations at McGill, it seemed appropriate to study two other measures of a university's worth – the quality of its graduates and its graduates-to-be. Those are topics the *News* regularly covers, but we thought readers might enjoy more extended profiles in one edition.

Our student, as readers have undoubtedly noted from former editor Brian Smith's unusual cover photography, is Ken Dryden. Our graduate is Brian Macdonald, the globe-trotting choreographer presently working with ballet companies in Tel Aviv, Stockholm, New York, and Montreal.

Editing and writing for a magazine generally leads to some humourous, but frustrating, moments. This issue was no exception.

In September, while chatting with Ken Dryden about the possibility of doing a major story on him, we asked whether he expected to be the National Hockey League's rookie of the year in the upcoming season. His typically modest reply came in the form of a question: "Will I be the Canadiens' number one goaltender?"

At that point, visions of Dryden turning out to be a flop and the *News* losing an exciting story flashed through our mind. Fortunately, Dryden demonstrated that last year's playoff performance was no fluke. He not only was named the team's number one goaltender, he virtually became the only netminder. Thus, when we interviewed Dryden in January, the burning question had switched to: "How did he manage to play every game and still give such spectacular performances?" In an era when teams rotate their goalkeepers because of the immense pressure on them, Dryden was the iron goalie of hockey, only missing eleven games when a freak injury put him out of commission.

Dryden assured the *News* that combining hockey and law keeps him from needless worry about either activity, and he feels mentally capable of playing every game. It is therefore amusing that when the *News* finally sent a photographer to the Montreal Forum to capture Dryden on film, Coach Scotty Bowman decided to rest his tireless goaltender for the first time in the season. Anyone want some pictures of backup goalie Phil Myre?

An equally funny incident occurred to student writer Louise Abbott, who learned that good writing involves living the story. Louise spent three months in painstaking research for her article on the Faculty of Dentistry. After continually listening to ominous warnings on the necessity of proper dental care, when writing the article she had a horrifying nightmare in which all her teeth fell out.

In January, Assistant Editor Rosalind Pepall began preparing an article for this issue on the problems graduating students face in obtaining employment. She spoke with placement officials, the head of the university's guidance service, recent graduates who were either unemployed or underemployed, and several students. One of her last interview subjects was a fourth year commerce student, active in campus affairs, who had written forty letters of application to Canadian firms and in his twenty-five answers has not received any offers for an interview. When he showed us some samples of the rejection letters, an unusual format for the story immediately sprang to mind. As a result, on page 17 readers will find an exchange of letters between an employment manager and a McGill student, discussing recruiting problems. While all the letters – except for the letter of rejection – are mythical, the material within the article is based entirely on Miss Pepall's interviews.

Next issue the *News* will present a special issue on the vital topic of "McGill and Quebec." A sixty-page edition, double our normal size, is being prepared to fully inform graduates on the controversial matters related to the university's integration into Quebec. Readers' views are welcome as usual, and any comments received by our mid-April deadline will be printed in what we hope will be an extended letters column. *H.S.*

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The *McGill News* is published six times per year, January, March, May, July, September, and November, by the Graduates' Society of McGill University and distributed to graduates of the university. The copyright of all contents is registered. Postage paid in cash at third-class rates, permit number H-6. Return postage guaranteed. Please address all editorial communications to: The *McGill News*, 3618 University Street, Montreal 112, Tel. 392-4813. Change of address should be sent to: Records Department, 3618 University Street, Montreal 112.

What the Martlet hears

The Recruiting Drive

Tucked away in a corner of the Administration Building's second floor is the tiny office of J. Ferguson Stewart, McGill's combination salesman-information officer. A veteran of thirty-nine years with Montreal's Protestant School Board, the last twenty as a principal, Stewart maintains and expands his contacts with Canadian high schools in order to help McGill recruit students.

The bulk of the schools liaison officer's work is carried out by sending a stream of information on the university to guidance counsellors at 2,580 French and English high schools throughout the country. Supplementing the admissions material are the personal visits Stewart makes to various high schools to meet with graduating students.

With McGill adopting a more aggressive policy towards recruitment, Stewart has considerably increased the number of his visits lately. By the end of February he had appeared at eighty-one schools, an increase of thirty-five from the previous year. Moreover, he has paid more attention to high schools outside the immediate vicinity, travelling throughout Quebec and spending time in Ottawa, Toronto, and western Canada.

In a typical talk to students, Stewart begins with some soft sell for the university, stressing its reputation and history. He then explains the application procedure and details the programs of a few Faculties. In all his talks, Stewart debunks myths about the university. Many students believe that an excessively high average is required for admission but he assures them that anyone with a 70 per cent average will be accepted. In Toronto he had to challenge the all too prevalent view that McGill is bankrupt and under the thumbs of the Quebec government.

Stewart's stepped-up visiting schedule reflects McGill's increased emphasis on recruitment. With the encouragement of Vice-Principal Michael Oliver, a recruiting committee has been established. Advertisements for the university have appeared in newspapers across Canada, and other innovative features are being planned to expand contacts with potential university students. But the main feature of the recruiting drive has been the approval of new admissions criteria which allow non-Quebecers to attend McGill without necessarily having to take a five-year program.

Non-Quebecers with the appropriate qualifications can now directly enter McGill rather than having to attend a CEGEP first. Depending on their previous education, they may take the normal three-year McGill program or be asked to make up as many as five courses (detailed explanations by geographical area are available from the Admissions Office). The student can handle his additional courses by spending one more year at McGill, or by carrying extra courses each year and attending the university's newly established summer school.

The new admissions procedure and the recruiting drive should play a large role in helping McGill attain its goal of maintaining a 20 per cent non-Quebec element in the student population. □

The Prostitution of Women

With the extensive publicity the women's liberation movement has attracted, presenting a novel treatment of the role of women is no easy task. However, the Debating Union overcame that difficulty on the third night of its recent five-session Women's Caucus through a fascinating panel discussion on the "Prostitution of Women."

The scene for the evening was set by the opening speaker, free-lance journalist Janet Kask, who declared that the media conditions people to treat women as objects. Ample documentation of that popular viewpoint was then provided by an ex-prostitute, a former go-go dancer, the president of a charm school, and a gay liberationist. Each speaker, often in emotional tones, revealed the story of her life to a huge, but remarkably attentive, audience.

After a short, broken marriage, the ex-prostitute came to Montreal to enter the glamorous world of modelling. She became friendly with a prostitute at a modelling agency, however, and soon found herself in the world's oldest profession. "I really didn't think of what I was doing at the time. I enjoyed the charming men and the money for awhile. Later I tried to treat it only as a business and told myself if they are stupid enough to pay $30 a trick, I will give them what they want," she said remorsefully.

A similar fate could have easily befallen the one-time go-go dancer, who had to fight off the "dirty old men" in the various small Quebec towns where she was employed at $50 for a six-day week. "In that type of work, if you aren't nice you lose your job; if you are nice, watch out," she warned. "I even had to put my bed against the door one night to keep those men away."

While those two speakers drew a sympathetic response from the mainly female audience, Mrs. Jay Taylor of the Barton-Taylor Modelling School was received with open contempt. She began by stating, "A good woman inspires men; a beautiful woman fascinates men; but a charming woman gets men." Her other comments displayed a similar lack of support for the women's lib movement, such as the observation: "We have been leading men around by the noses for centuries."

Linda Jewell, a member of the Gay Liberation Movement, challenged the conventional sex roles Mrs. Taylor was advocating. Originally married and mother of two children, Linda joined women's lib, discovered she was bisexual, and moved into a commune. "Society defines man's sex role as having to be aggressive and potent, while women are taught to be passive and responsive. But that can be unlearned," she asserted. "Gay women change their sex roles by taking turns being aggressive. You really learn what it's like to be a woman by turning on to other women. When she sleeps with other women, the gay woman discovers that she doesn't have to go running to men for something she needs." Concluded Linda: "Gay women have a right to be proud and shouldn't feel suppressed."

However, perhaps the most novel aspect of the immensely successful and well-organized Women's Caucus came at the first session when McGill Professor Marlene Dixon announced that she had abandoned the cause of women's lib. The outspoken Marxist sociologist, one of the early advocates of women's liberation and one of the most knowledgeable academics on the subject, spent a year rethinking the movement's practices and concluded that it was heading in the wrong direction. She explained that while oppression of women is general throughout society, it manifests itself in different forms in various social classes. Women's lib, by trying to bring all women together to fight discrimination, masks society's class conflicts and helps to support the ruling class. In the fight against sexual exploitation and anti-abortion laws, Dixon believes all the deeper struggles for economic, political and social equality have been forgotten. □

Milkman of the North

Have you ever considered milking a polar bear? What about a Rocky Mountain bighorn sheep, beluga whale, caribou, musk ox, or harp seal? Such an unusual occupation is

(continued on page 4)

Resuscitating the Students' Society

In the early morning hours of December 3, the Students' Society seemed to be on its last legs. Plagued for the previous two years by student apathy and financial problems, the sixty-four year old association had just endured what must have been its most chaotic Students' Council meeting ever. When the smoke cleared, both the president and the external vice-president had resigned. Internal Vice-President David Rovins was the sole surviving member of the executive and hence assumed the role of acting president. However, the confusion did not end there. Students' Council, disturbed by Rovins' unpredictable nature, called for his resignation, only to have him sneer at their unenforceable non-confidence vote.

In the ensuing weeks Rovins confirmed council's fears. In an effort to pare costs, the acting president enraged student leaders by closing all the water fountains in the University Centre, shutting off the electricity when the night cleaners were working, and firing the bus boys in the cafeteria. At his first university Senate meeting, Rovins tried to include in the agenda two motions which would have severely limited student autonomy. He wanted the McGill administration to oversee elections and the appointment of Students' Society staff.

Ironically, as it turned out, Rovins, a candidate in the presidential by-election, was right to be concerned about student elections. Prompted by a council motion, the student Judicial Committee determined that because the constitution forbids a student to hold two executive positions, a member of the executive must resign to seek a higher elective post. When Rovins refused to obey the ruling, election officials brought out alternate ballots with his name omitted.

While the election was taking place, Rovins appealed his case to Senate, in accordance with the Students' Society's constitutional provision that the association's control of student activities is subject to the jurisdiction of Senate. Wary of becoming embroiled in student politics, Senate created a committee to investigate whether sufficient grounds existed to merit an inquiry into the election.

Meanwhile, sparked by the perilous condition of the Students' Society, the student body was coming out of its shell and voting in unusually high numbers. The students' choice was bearded, bushy-haired Gabor Zinner. A likeable student with an activist background, Zinner had promised to resuscitate the Students' Society.

The votes had barely been counted when Zinner had to face his first crisis. Members of the Academic Activities Committee, a vocal Maoist group, denounced Senate's investigation committee as an unwarranted intrusion into internal student affairs and called a mass student meeting. Over 200 students appeared at the forum, the best attendance of any open meeting in the last few years. Unwittingly, Senate — with a little help from its Maoist friends — had managed to shake students out of their apathy.



Newly elected student President Gabor Zinner addresses an open meeting.

The meeting was the scene of much righteous indignation over Senate's action, with the flames of outrage being fanned by a group of speakers who always seem to be attacking the university in the hope of reviving the student activism days of old. However, not all students were fooled by the attempt to blow up the issue. The Debating Union's Tim Denton caustically declared, "After one has been at McGill for a while one can begin to smell these artificial events, these non-happenings. The university does something minor and immediately some students try to lead us into a confrontation." President Zinner was equally trenchant. He warned against overreacting to a danger which had not yet crystallized.

The issue was quickly defused when the ad hoc Senate Committee met the next day and determined that an investigation of the election would be inappropriate. However, student-administration wrangling was far from over. A few days later Students' Council pulled its eight members off Senate until students were granted more effective representation on both Senate and the Board of Governors.

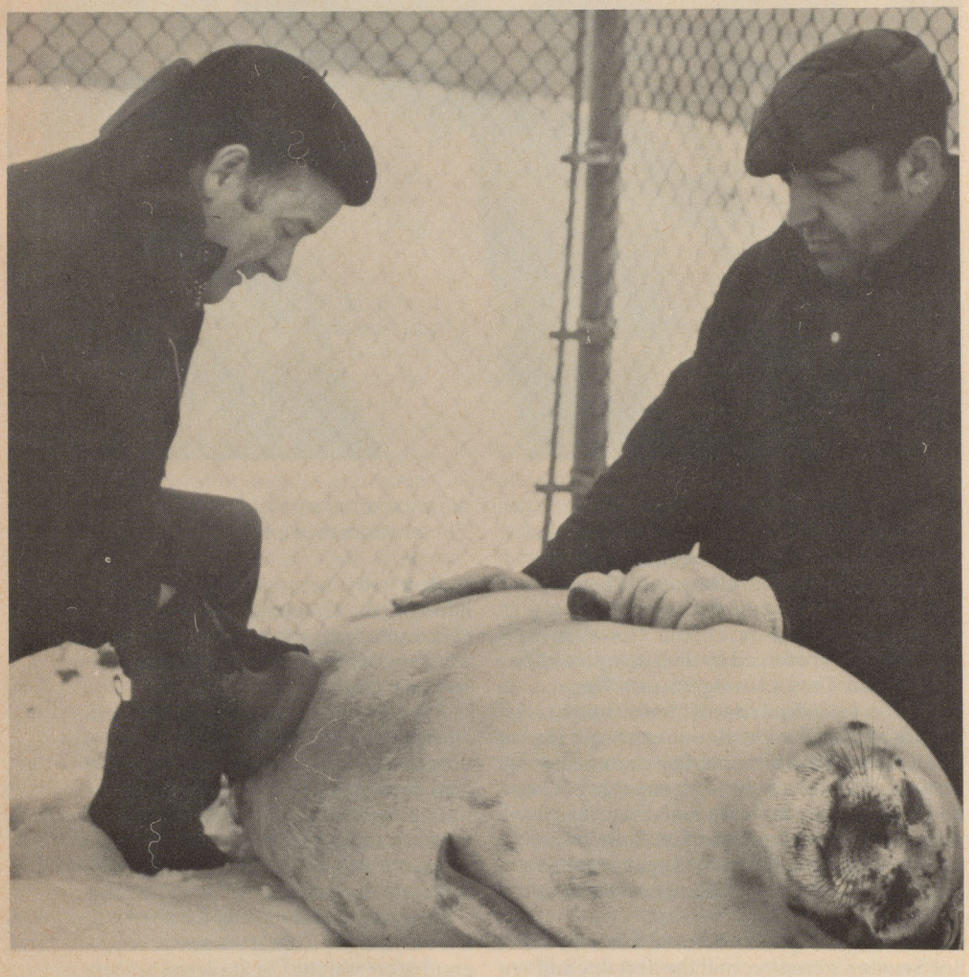
In recent years students have come to believe that their representatives on Senate are stifled as a matter of course. In fact, in the last year only two formal motions presented by students have been defeated. However, with respect to the Board of Governors, the students have a strong case. They have no representatives on the board and while there is a plan for the appointment of three student governors, those members would not be directly elected by the student body. Senate, the Board of Governors, and the Graduates' Society would each name one student governor, a scheme which would probably lead to a fairly conservative trio.

At press time the issue of student participation seems likely to lead to a confrontation, mainly because certain students appear determined to clash with the administration. Such a conflict would bring students together and make for more lively student government, a by-product hoped for by some student leaders.

However, if that remedy for apathy does not work, Gaby Zinner's innovative program to resuscitate the Students' Society might do the trick. McGill's answer to P. T. Barnum has arranged for free rock concerts one lunch hour a week, old movies for a paltry five cents on other days, an erotic film festival, and a rock festival for the mid-term break. In addition, he has students studying everything from the government's report on Quebec universities to the possibility of creating a recreational complex in the University Centre.

By mid-February the Students' Society seemed to be stirring and showing some signs of life. For Gaby Zinner, that situation undoubtedly meant his bid for election to a full term as president would be successful. For Robert Bell, the same situation signalled that trouble could be on the horizon. *H.S.*

Dr. Bruce Baker (left), using a rubber toilet plunger, milks a harp seal, as part of his research into the effects of nuclear radiation in the North.



commonplace for Dr. Bruce Baker of Macdonald College's agricultural chemistry department, who for the last decade has been studying the amount of radioactivity and pollutants in the milk of fourteen species of wild animals. His research, financed by the federal government, is part of an investigation into the effects of nuclear radiation on northern plant and animal life.

Milking wild animals calls for a good deal of ingenuity. In some cases the milk is taken from animals already dead but other samples are collected from live animals. Some, like the polar bear, are anesthetized by means of a dart gun; others are simply restrained by hand during the milking process.

Among the most complicated subjects are the harp seals Baker has been milking for the last three years just off the Magdalen Islands. Although the seals cooperate by going into shock when touched, the actual milking presents a problem since they have no teats which can be squeezed and their mammary glands are covered with a thick layer of fat. Baker finally discovered the ideal utensil: a rubber toilet plunger which he uses to draw out the milk from the mammary glands.

Dr. Baker's research indicates that the level of radioactive material has been declining since the end of nuclear testing, to a point below the maximum tolerance level established by the Department of National Health and Welfare. However, danger is now springing from a different source. In the harp seal milk, the total concentration of pesticides was 1.16 parts per million, slightly higher than the tolerance level of 1.0 p.p.m. set by the Food and Drug Directorate.

The level of radioactivity is often significantly affected by location. Baker found the beluga whale's milk six times more radioactive than the fin whale's, a difference he believes comes about because the beluga whale feeds close to shore where the nuclear fallout is higher than in the open sea where the fin whale feeds.

Baker found that location also influences the radioactivity in the milk of Eskimos. Those living in coastal regions, where fish form a large part of the diet, have less cesium-137 than Eskimos living inland where caribou meat is the common food. Another important finding was that Eskimo milk contained fifty to one hundred times more cesium-137 than milk from Montrealers.

Presently Dr. Baker is on a one-year sabbatical in France where he is continuing his study of wild animals as an indicator of the effect of pesticides on the environment. □

Marginalia

McGill's megatherium, the dinosaur skeleton which used to grace the Redpath Museum, has been donated to a Winnipeg natural science exhibit of "Man and His Environment." . . . Observed one student after a rare fire drill in the university's massive Leacock Building: "If there's ever a fire in here they'd better schedul it two days in advance." The same incident led one professor to remark, while waiting to return indoors, "There are professors here I've never seen before." . . . Fifth year engineering student Richard Jackman is one of five researchers chosen to deliver a lecture at the American Concrete Institute's annual conference – the first undergraduate offered that privilege . . . The Athletics Department will be publishing a history of McGill sports in the fall . . . Speaking about the United Nations declaration of human rights and its bearing on women, lawyer Lilian Reinblatt uninte tionally advised the Women's Caucus that Ca ada "is a charter member of the United States . . . Dr. David Bates, chairman of McGill's physiology department and noted expert on a pollution, has been named dean of Medicine at the University of British Columbia . . . Two students from the humour club, running as a team in the recent student by-elections for president and external vice-president coined a classic political slogan: "A vote for Zelechowski is a vote for Piasetski."□

Lawyer on ice

A look at Canada's most famous university student, Ken Dryden, who takes time off from his legal studies to serve as the sensational goalie of the Montreal Canadiens.

Remember Chip Hilton? The all-American youth, Chip was the fictional hero of a series of books most growing boys read sometime between the Hardy Boys and James Bond, while their sisters were buying novels about Cherry Ames and Nancy Drew. A "straight-A" student who worked part time to finance his education, Chip was the overpowering pitcher and star slugger of the university's baseball team, the sensational record-breaking scorer on the basketball squad, and a brilliant triple-threat quarterback in football. A friendly, modest, thoughtful individual, who never swore and who dated the prettiest girls on campus, Chip Hilton always overcame seemingly impossible obstacles to single-handedly carry his team to the championship. Anyone who eagerly devoured the many volumes describing Chip's exploits dreamed that someday he might be like the fictional hero, combining excellence in athletics, education, and personal deportment.

The Chip Hilton series is one trickle of the stream of American literature which has flooded Canada. There is no similar set of Canadian novels and the country's youth have therefore adopted an American idol who doesn't even play our national sport. Fortunately, for those deeply concerned about developing a unique Canadian identity, material is now available for someone to write a nonfiction Canadian substitute for the Chip Hilton series. The hero's name would be Kenneth Wayne Dryden.

The Ken Dryden story would recount the exploits of a quiet, likeable, modest, twenty-four year old, who never swears and addresses his elders as "sir." It would describe how the 6'4", 207-pounder learned his hockey on Toronto rinks and in backyard practice with his older brother Dave; starred in hockey at Cornell University while making the dean's honour list academically and holding several part-time jobs; married an attractive blonde Cornell student with a bubbly personality; and emerged last spring from total obscurity to lead the Montreal Canadiens to victory in the Stanley Cup playoffs, holding together a team torn with dissension over its rookie coach. But the story would not end there. It would continue to tell how Dryden flew off to Washington with his wife Lynda and helped consumer crusader Ralph Nader for the summer; returned to Montreal in the fall and beat out two rivals for the number one goaltending berth with the Canadiens; saved the team from many certain defeats with sensational performances in nearly every game; and made the All Star team — in a sport dominated by high school dropouts — while managing to maintain a solid B average at McGill's law school.



Sweater and chinos contrasting with the three-piece suit of his fellow law student, Ken Dryden searches for more reading material on the legal aspects of citizen action.

For an individual who has become the darling of Montreal Canadiens' hockey fans, Dryden has come a long way. Like most Torontonians, Ken grew up cheering for the hometown Maple Leafs. "The Montreal Canadiens were just the worst. If you were from Toronto, you hated the Canadiens. There was just no other way," he recalls.

When Dryden was sixteen the hated Canadiens — with some misgivings because of the youngster's poor playoff performance in the previous two seasons and his poor eyesight — picked up their future Stanley Cup star in the National Hockey League's annual draft of sixteen year olds. It didn't take long for the team to discover it had acquired a player unwilling to blindly follow the dictates of management if they conflicted with his educational objectives. The Canadiens asked Dryden to move to Peterborough for grade 13 because the Junior A hockey would be better than he was accustomed to; instead, he stayed in Toronto and played another year of Junior B.

A year later, Dryden, who wanted to attend university outside Toronto, was again confronted with the choice of stressing education or hockey. The Canadiens wanted him to enrol at Trent University and play junior hockey in Peterborough where he could be groomed in the accepted fashion for the National Hockey League (NHL). A less favourable option was to accept the hockey scholarship offered by the University of Minnesota. However, Dryden had decided to attend the best educational institution that would take him, and visited Cornell and Princeton. He settled on the former, accepting in his own mind that the four years of college hockey would mark the end of his career.

Cornell hockey is an important feature of life in the small town of Ithaca, N.Y., and there the young history major received adequate preparation for his future games before Montreal's demanding, standing-room-only crowds. "The enthusiasm was unbelievable," he reminisces. "Our rink seated 4,200 and we would attract 4,500 every game. There were only 1,200 season tickets, which went on sale on a Friday morning. However, people would be camping out from Tuesday. If you didn't get into the line-up by sometime on Thursday — forget it!"

Dryden also learned to play hockey under extreme pressure. The team only played twenty-four contests and after a bad game Cornell might drop one or two spots in the weekly national rankings. Each match therefore had to be approached by the players with the utmost caution.

Cornell won the national collegiate tournament when Dryden was a sophomore, finished third in his junior year, and finished second when he was a senior After the last tournament, Dryden flew to Sweden and joined Canada's National Team in the International

Hockey Championships. He had been recommended to the Nationals by Sam Pollock, the Montreal Canadiens' general manager. Dryden only managed to play in one game, an easy twenty-five stop shutout victory against the weak United States squad.

After the tournament Dryden again had to decide whether to emphasize hockey or education in the future. His three choices were to attend the prestigious Harvard law school and give up hockey because his eligibility had terminated; register at the University of Manitoba's law school and play amateur hockey with the Canadian National Team, which was based in Winnipeg; or sign a professional contract and become a full-time hockey player. Quips Dryden: "I copped out and took the middle alternative."

Unfortunately, in Dryden's first year with the Nationals, Canada pulled out of world hockey and the team folded. Once again the tall, bespectacled law student was forced to ponder his future. This time he decided to become involved with professional hockey.

The original intention was for Dryden to play on weekends with the Montreal Voyageurs until graduation from McGill law school. Then, in the fall of 1972, he would attempt to make the Canadiens as a full-time goaltender.

The only problem was that Dryden didn't need any more training to be capable of playing NHL hockey, and it didn't take long for him to become intrigued with the possibility of joining the Canadiens. At training camp in 1970, Rogatien Vachon and Phil Myre, alternating in nets, played poorly in the first two weekend exhibition games, while Dryden played well with the Voyageurs in their opening tune-ups. Seven o'clock Monday morning Dryden was awakened by a phone call asking him to attend practice that day with the big team. After the session, Coach Claude Ruel advised Dryden he would play the full game the next evening against the powerful Chicago Black Hawks. The announcement shocked and somewhat frightened Dryden, but not enough to keep him from coming out on the winning side. "I didn't have that much to do," says Dryden modestly. "Chicago was *really* out of shape because they had just started training. But it was all right. It looked impressive, 4-1 against Chicago."

The three goalies began alternating games in goal. When Dryden was "between the pipes" for a 5-4 victory against the high scoring Boston Bruins towards the end of training camp, the enormity of what was transpiring hit him: "After that game the pressure was really brutal. I thought I had played the best of the three goalies in that stretch of games and certainly everybody was telling me I had. I remember [*The Montreal Star's*] Red Fisher, after one game, said, 'Ken, let me ask you this hypothetical question. What happens if Sam Pollock calls you in and says he wants you to be his number one goaltender and play full time?'

"I didn't have a clue what I would say in such a situation.

"Then, in the next game, I was in the press box while the other goalies dressed. We got trounced, and I began to think, 'Sure. It's going to happen.' I began to wait for the phone to ring and was up every night trying to figure out what I would say."

This time, however, the Canadiens spared Dryden the chore of making a crucial decision. Suddenly, when it came time in practice for the players to take shots, Vachon occupied one net, Myre the other, and Dryden sat on the bench. The scholarly goaltender began the season with the Voyageurs as originally planned, except he now considered that fate a comedown. "I began to think what a soft touch this was going to be," he recalls, poking fun at himself. "Naturally I got bombed in the first game, 5-2."

Nevertheless, Dryden effortlessly rebounded from that reversal and played excellent hockey with the Voyageurs. Moreover, second year law school was less of a struggle than freshman year. At Christmas Dryden reduced his academic load from fifteen credits a term to twelve, thereby postponing graduation until December 1972, and joined the Voyageurs as a full-time goalie. In March he was called up by the Canadiens and when the playoffs began in early April, the rookie goaltender was in nets. The rest is hockey history.

The Moonlighting Goalie

Since that vital decision last Christmas, Dryden has been expected to attend every practice, game, and team function. Law school is an extra activity carried out on his own time; the Canadiens make no special considerations for him. In an average week when the team is not on the road, Dryden practises on Tuesday, plays Wednesday evening, practises on Friday, and plays Saturday and Sunday. Coach Scotty Bowman has a policy that a goaltender should not practise the day after a game and that affords Dryden some extra time at McGill.

On a typical day when he has to attend practice, Dryden works out with the team from 10:00 to 11:15 A.M., eats, and is at the university by about 1:00. As an upperclassman, Dryden is taking elective courses, which tend to be given in the afternoon. However, if there's a subject he wants to study which conflicts with his inflexible schedule, he takes the course anyway and survives by borrowing notes.

On game days Dryden does not frequent the Chancellor Day law building. He attends a team meeting between 11:00 A.M. and noon, eats his steak dinner at 1:30, reads some "casual" law material, and sleeps for an hour. After the nap, he passes the time before heading for the Forum by reading law or taking a walk. The game is generally followed by a meal and some studying. Dryden has trouble falling asleep immediately after playing hockey; so rather than tossing and turning throughout the night, he has taken to using the time for his law work.

The only serious difficulty in mixing law and hockey comes at exam time. During last year's playoffs the situation became intolerable. Because the Canadiens were secluded in the Laurentians, Dryden was kept from attending the last classes before his exams. When he did manage to make it to the law library he was besieged by so many well-wishing students that studying was impossible.

Fortunately, the Law Faculty has a rule whereby a student who passes two-thirds of his courses is permitted to write the remainder as supplementals. Because he had already completed four first-term half courses, Dryden had to pass only one full course during the playoffs in order to postpone his other exams. In August he wrote exams in three half-courses, receiving two B-pluses and a B.

At Christmas, Dryden again had to write examinations amidst the stern pressures of the hockey season. He had a few term papers, a take-home exam, and, following on the heels of a road trip, two examinations, with a hockey game against Toronto sandwiched in the middle. "From the beginning of December I was not going on too much sleep," he admits.

Nevertheless, his performance in both spheres was more than adequate. He garnered two more B-pluses, a B, and as if to prove he's mortal, a C. On the hockey rink his performance was typically out of this world. Against his boyhood favourites, the Maple Leafs, Dryden showed no mercy, stopping Dave Keon twice on breakaways and Norm

A page from the Dryden scrapbook



e All-City fouward for Etobicoke
igh School takes a shot



Ken at age 6 with older brother
Dave, also an N.H.L. goalie



Learning the trade with Humber Valley



Ken and sister Judy



Ken with Ralph Nader — Ken demonstrates "the pose" for a young admirer — Ken and Lynda - 1971





Ulman once. The performance moved all-time great goaltender Jacques Plante to call Dryden "unreal," and the head-to-head duel with Keon demonstrated, as well as any single incident, the tremendous hockey ability Dryden has. On the first breakaway Keon shifted to the left but Dryden swiftly moved to that side and made the save. The next time Keon tried to out-think Dryden, which is no easy task. "I was going to fake the shift and then shoot it through his legs," the Toronto star explained after the game. "I thought it was a pretty good play – except for one thing. He didn't open his legs!"

Dryden's performance on the ice and in the classroom has brought McGill overwhelming publicity. However, it did place the university in a ticklish position last spring until Dryden uncovered the "two-thirds" rule. The law school could not make any exceptions for Dryden without ridiculing McGill's standards. In fact, even without the university granting concessions there have been some questionable moments, such as the time Dryden cut the ceremonial ribbon to begin this year's Open House weekend. In the course of his remarks, the goaltender, who had been training with the Canadiens since law school began twenty-three days earlier, dryly noted that the occasion marked his first appearance on campus that term.

On the other hand, if the university had been obliged to fail Dryden, it would have incurred the wrath of millions of hockey fans across the nation. When *Newsweek* juxtaposed the joy in Montreal over Dryden's Stanley Cup heroics against Law Dean Durnford's cool reminder to the goalie not to expect any special favours, even the dean quite rightly noted that he appeared to be "an ogre."

"I think there are professors at law school who are not too happy with the whole situation," states Dryden, "but the large majority are really very pleased the way things worked out last year.

"Durnford's philosophy is that if I can get by according to the regulations, fine, but he can't do anything if I don't fit the rules. I'm sure he would have been genuinely sorry if things hadn't worked out, but at the same time he wouldn't have done anything."

Dryden goes on to point out that staff sentiment towards him is shared by the students. "Law school is very competitive," observes the professional athlete. "It really shouldn't be that way. Besides, people can carry the competitiveness to such an extent that they are searching for every edge. From the nature of the school I'm sure a lot of students would have been upset if an exception had been made – and that's reasonable. Why should I get any special breaks?"

Dryden's unique position as Canada's most publicized law student has led to some humourous incidents as well as stressful situations. When casually asked by the *News* whether he enjoyed reading law books, Dryden replied, "I better say yes or I'm going to get a lot of grief." He went on to explain that last year he was quoted stating he conquers post-game insomnia by reading trust law, a subject which invariably puts him to sleep. Several professors expressed displeasure over the remark, but Dryden received letters from fellow law students across Canada supporting him.

Despite his aversion to trusts, Dryden finds other aspects of his legal studies most stimulating. When talking to the *News* about his hockey career, the giant goaltender spoke in a deliberate, almost bored fashion, yet when the topic switched to law he leaned forward in his chair and with animation outlined his major two-term study of citizen action in Canada, sounding like any other all-questioning, inspired academic:

"One of the best routes to effective citizen action presumably is through the courts. In fact, legal action does not turn out to be a real means of working out environmental problems for a number of reasons – inadequate legislation, high costs that cannot be met by an individual, and the difficulty of establishing broad-based citizens' groups when people just aren't that interested in spending their time or money on consumer action.

"There are also serious difficulties with the need for expert testimony in environmental court cases. In the United States (and I'm going to study the Canadian situation to see if it's similar) the vast majority of university professors are consultants for corporations and it's very difficult to get good people to testify against industry. In addition, there's the problem of a jury understanding scientific testimony and trying to weigh an industrial consultant's arguments against those of someone else."

Dryden, who refuses to be classified politically, broadened his views on citizen action last summer when he worked as one of Ralph Nader's Raiders. He was one of thirty-five Raiders chosen from 2,000 applicants and offered the chance to spend ten weeks with t Centre for the Study of Responsive Law.

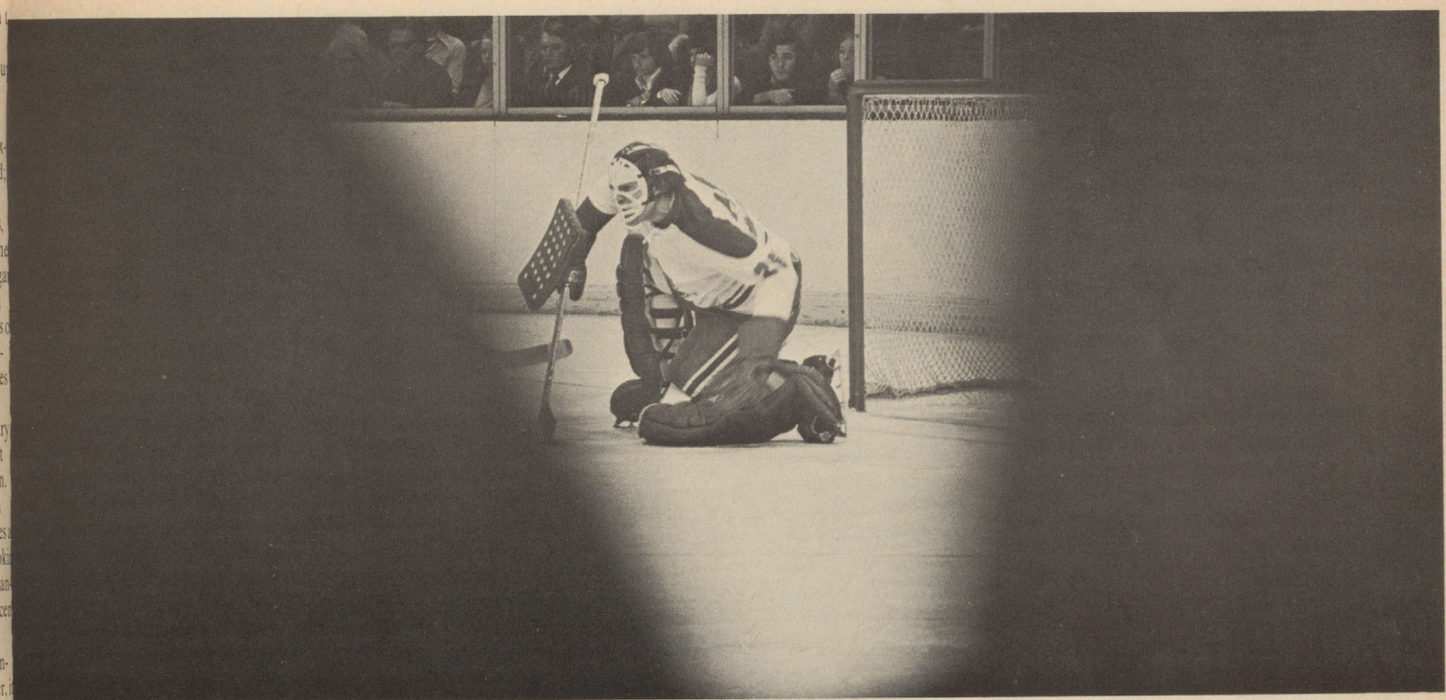
The research carried out by Dryden's grou concerned the effects of water pollution on commercial and sport fishermen. "In some areas," the socially conscious law student explains, "commercial fishing has been closed; in others, catch totals for many desirable species have diminished; in still other cases, there has been no effect as yet." To overcome the blight, the research group suggested organizing fishermen on a much larger scale than at present, dividing the country into regions o the basis of watersheds so that related interstate and international environmental issues could be dealt with more easily.

"Citizens' groups are absolutely necessary make government work; government's not going to work on its own," declares Dryden. "When most people in government have a background in large companies, it becomes a part of one system. They're not used to lookin at corporate responsibility. They figure management is responsible if profits are 5 per cen and irresponsible if they're 4 per cent."

While his summer as a Raider further increased Dryden's respect for Ralph Nader, it also opened his eyes to the massive task the organization faces and the deep need for mo citizens to participate in consumer issues. "T best thing about the Nader organization is th it has been a cause for enthusiasm amongst people. But it's such a small organization, wi very little money, and it's only able to do so much. Too often, when you have a Ralph Nader, people fail to do things themselves because they wait for Ralph to do it."

Dryden suspects that Nader, a shrewd handler of the media, selected him as a Raid because his well-known name would bring publicity to the cause of consumer protection Indeed, through Dryden, many non-politica people have become aware of environmenta problems. Nevertheless, when Dryden speak the many Canadians who have been thrilled by his hockey brilliance don't really want to hear about Ralph Nader. They want to hear about Bobby Orr and get some inside inform tion on the NHL. Dryden has earned a specia niche in Canadian hearts for his feats and his calm, eloquent analysis of the country's national sport. Here, therefore, are some of Dryden's thoughts on hockey:

On goaltending technique: Each goalie does certain things well. You try to play in a style



hat allows you to rely on your strengths rather han your weaknesses.

I'm fairly big and can cut down angles easily, o I play angles as much as possible. I have ng arms and legs, which help me stop shots the corners. I'm weaker if I'm off my feet ecause I no longer have the advantage of my ng arms and legs, and I face the added disdvantage of trying to move around – which is ot all that easy when you're as big as I am.

n his supposed weaknesses: Last summer, hen I wrote an article for *Weekend Magazine*, e sports editor, Andy O'Brien, told me the ord around the June NHL draft meetings was at I'm weak low on my stick side. Maybe I m, but certainly the June meetings are not the lace to discover that. Who was the genius who gured it out? He should have been able to etect the weakness in seven playoff games, nd if he did, he was stupid because he didn't se the information. If he didn't figure it out ntil June – well, then it's easy.

n instruction for goaltenders: I don't think here is a goaltender who's received proper inruction from anyone. All the coaches are ormer forwards or defencemen, which is reasonable, as most of the players hold those positions. At the same time, the goalie is left out. The coaches just throw around what they hear on television about cutting down an angle or falling down too much. That's all the help you get.

On Scotty Bowman's policy of playing Dryden every game in an era when teams generally use two goalies: I don't get that tired in games. The only problem comes on Sunday, when we've played the night before, because of my trouble falling asleep after games. Sometimes I don't feel all that sharp on Sundays.

People are constantly pointing out to me the number of consecutive games I've played and they ask, "Are you tired?" After awhile such comments lead you to think, "Maybe a day off wouldn't be so bad." However, the novelty of a day off wears away after one game.

On the relaxed hands-on-stick pose he assumes between face-offs and when the puck is in the opposition zone: It's just a form of relaxing. Other goaltenders lean on their knees, which is tough to do when you're my height. The stick is just about the right size for me to lean on.

In games that aren't that exciting, I tend to get bored and read the message board for goal scorers in other NHL games – it beats reading the papers. But 99 per cent of the time my mind is on the game.

On his three assists this season, which tied the record for goaltenders: I keep thinking about the assists I almost had. Once, against Boston, I deflected a shot to Frank Mahovlich, who got a breakaway and missed. How often does Frank miss a breakaway? Was I ever upset!

On the empathy between him and the opposition goalie: Often a goaltender with an expansion club lets in five or six goals when his team comes to Montreal, even if he plays well. In three consecutive games early this season the expansion goalies played extremely well. Whenever the other goalie made a nice stop, I said to myself, as I often do in such situations, "Good save!" Finally, as the guy was saving everything, I began to think, "Forget it! You're on your own."

On the many youngsters who drop out of high school to pursue a hockey career: The big problem has always been that the system of player development has been divorced from

the schools. Hockey used to offer a teenager a world of glamour on one hand or drab school life on the other, and his choice was almost inevitable. So our sport has a high percentage of bright but uneducated people.

What's so bad about the situation is that it is unnecessary. I don't see why hockey can't be part of the school system, and why in junior hockey the players have to play sixty games and travel 300 miles to a contest. I think a player can improve his skills by playing thirty games a year close to home. The NHL is forcing a kid who is sixteen to make a choice between hockey or education when he should be able to have both.

On combining hockey and law: If I were involved with either hockey or law full time it would drive me nuts. It is always said that the old-time hockey players used to eat, drink, and sleep hockey, but I couldn't do it that way. I would just get all nervous and wrapped up.

I also can't see spending all day, every day, in the library. There are a few students who do that but it would be very difficult for me. This way I break everything up. If I've been reading cases, I look forward to a practice or a game to get going again. However, probably a little less of both hockey and law would be better. It's not that much fun.

The Senior Year Malaise

Dryden's last quote reveals a certain disenchantment with the pressure of combining two full-time activities. His disillusionment both influences and is influenced by his thoughts on the future, which at the moment are imprecise. Like most graduating students, Dryden has the senior year malaise, a depression that generally comes when a student has few choices for the future, but which in the strapping goaltender's case stems from a plethora of options.

When Dryden was at Cornell, his future seemed certain. He would attend law school and then enter the legal profession. Hockey was not even a matter worth considering because no Ivy League player had ever made the NHL.

Today hockey is very much a concern for Dryden. He would like to play for at least five to ten years and there is a team in Montreal which would love to have him tend goal for even longer than that. By the end of January, the Canadiens had lost 8 of the 12 contests Dryden missed but had been beaten in only 5 of the 36 he played. The Canadiens can't help but dream of how good Dryden will be when he is no longer a rookie!

A common scene in the Montreal Canadiens dressing room: with the other players already in the showers or on their way home, an exhausted Ken Dryden, the first star in the game, patiently answers the queries of the press.



However, it is no secret that Dryden has been approached by the embryonic World Hockey Association (WHA), which is hoping to compete with the NHL. The experience of similar sporting wars is that the new league will have to attract one or two superstars to fill the stands in the various cities while it becomes established. Hockey observers believe the two players whose services the WHA would most like to obtain are Bobby Hull and Ken Dryden – Hull, because the astronomical salary he would demand would only have to be met for the last few seasons of his career; and Dryden, because he could be the league's superstar for the next decade. Although Dryden loves Montreal and can use his hockey fame to establish himself in a Canadian law career, the WHA offer from Los Angeles is likely to be so lucrative that it will make the crucial career decisions of the past seem easy.

Few graduating students share Dryden's problem of choosing between two high-bidding potential employees, but many expres the same attitude towards the professional career for which they have so carefully prepared. "I really don't know what I'd like to do for any great period of time. I'm sure I would like to try working as a lawyer but I may easily not enjoy it and want to do something else," he says, meekly.

Dryden has been reluctant to specialize in any area of law while at McGill and is very worried about the possibility of becoming entrenched in only one aspect of legal work with a law firm. He is therefore not yet certain whether he will article immediately after graduation.

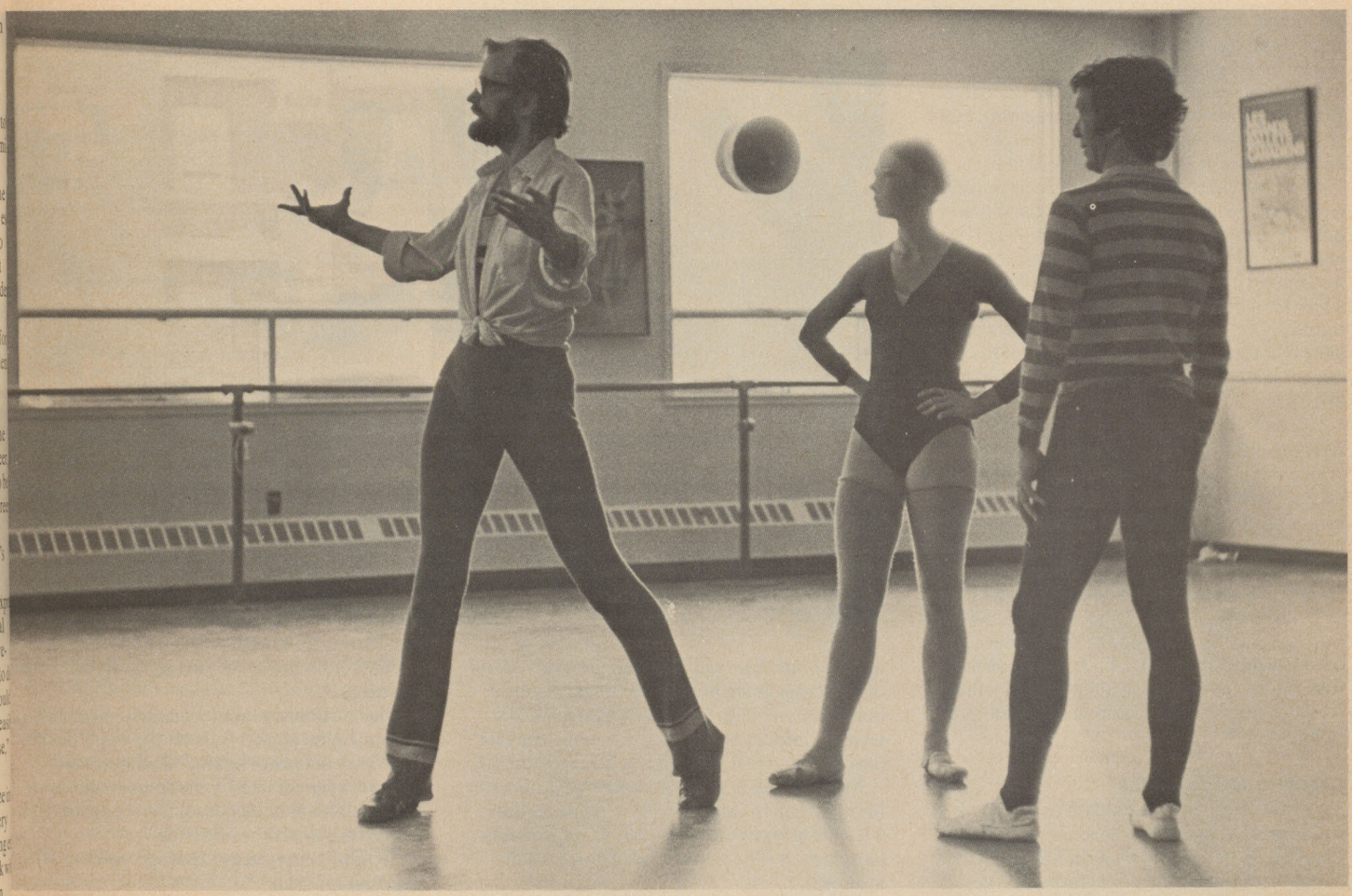
Interrelated with the question of articling is the decision of whether to return to McGill for a year of civil law that would supplement his common law training and allow him to practis in Quebec. At present, however, Dryden woul prefer a rest and a chance to improve his French.

When Dryden first entered McGill law school, a staff member, shocked at the number of classes he would be forced to miss, told him "You can't be both a lawyer and a hockey player. You'll have to choose between the two." Whenever Dryden describes that incident, the statement brings an uncharacteristically strong reply which probably reveals the scholarly goaltender's future course: "The hell I can't!" *H.S.*

The globe-trotting choreographer

Brian Macdonald did not enter the dance world until his later years at McGill, but since then he has become internationally renowned for his lively ballets.

by Jack Kapica



tories of enchanted moments that transrmed peoples' lives are too common and too rely believable. But Brian Macdonald, the orld-famous dance choreographer, can tell of truly inspiring incident. He relates the story ith all the reverence worthy of a moment hich the world of ballet has come to be ankful for.

"I'll never forget that day," says Macdonald, niling to himself as if he were remembering cherished friend. "It was registration day at IcGill – my freshman registration – Septmber 28, 1944. It was also my mother's irthday, so I took her out to the old His Maesty's Theatre to see the Ballet Russe de lonte Carlo perform *Les Sylphides*. It was the rst ballet I had ever seen. As I watched it, became entranced. That night I knew my life had changed and I would go into ballet. I never came back to earth after that."

Since that first ballet performance, Macdonald has gone on to become one of the world's most highly sought-after choreographers. He has four homes – in Tel Aviv, Stockholm, New York, and Montreal – and is forever hopping about between them. Just a little over a year ago, he was named artistic director of Israel's Batsheva Dance Company, in addition to his duties as the official choreographer of the Royal Winnipeg Ballet. He has also been the director of the Royal Swedish Ballet, the Royal Opera House Ballet of London, and the Harkness Ballet in New York. At this moment, he estimates that fifteen dance companies in Europe alone have works in their repertoires which he choreographed.

Brian Macdonald gives Erica Jayne and Dick Beaty some pointers while preparing Jeu de Cartes.

That list of Macdonald's activities is hardly complete, but it does give some indication of how busy he has been since graduating from McGill. Macdonald's fast-paced existence is reflected in his dances, which are characterized by extreme energy and wild enthusiasm. A friend once remarked to Macdonald after a performance, "You had them moving as though it were a track and field meet." Replied Macdonald, "It's my trademark."

But Macdonald does not have to apologize for the action in his dances. He has a long list of accolades to prove his worth. In 1966, his ballet *Aimez-vous Bach?* won a gold medal in

An evidently pleased Macdonald looks on as the dancers finally get a tricky manoeuvre down pat.



the annual Paris Dance Festival for the best choreography. *Pas d'action,* another of his works choreographed for the Royal Winnipeg, helped him win two gold medals at Paris in 1968, the most ever won by a troupe until last year, when the Batsheva Dance Company, under his direction, took three gold medals.

Such ballet excellence obviously requires a forceful personality and a strong disciplinary hand. But despite his reputation as a very demanding choreographer, Brian Macdonald is no Simon Legree who whips his dancers into a frenzy of obedience. As a matter of fact, he is a dancer's choreographer. He would rather adapt his ideas to suit the capacities of his dancers than force them to submit to his direction.

"Art is a crystallization of experience, and dancing is the most intense form of art," he says thoughtfully. "It is a language with no language barriers. Everyone of us moves physically and our bodies are the most wonderful instruments on earth. The body must learn to express itself. There is joy in seeing young, beautiful bodies move in unexpected ways.

"Like everyone else, a choreographer has his on-days and his off-days. On the off-days I rely on sheer professionalism and technique, and wait for the on-days. When those come, there is a presence which develops and envelops me in my work."

Creating Jeu de Cartes

To watch Brian Macdonald on one of those on-days is a remarkable experience. The bearded choreographer was in Montreal in January, directing the top members of Les Grands Ballets Canadiens in a new version of Stravinski's *Jeu de Cartes.*

"There are many different kinds of cards," Macdonald was saying, gazing at the dancers relaxing on the floor during a break. Some were sipping coffee, others were content to mop the sweat off their foreheads. "There are tarot cards, poker cards, political cards, all done in imitation of people.

"And like the games that you play with these cards, the cards play themselves. Like the card people in *Alice in Wonderland* . . . through their actions, the characters reveal themselves."

After the brief respite, the dancers move back into position, and Macdonald turns on the tape recorder, which begins playing the third movement of *Jeu de Cartes.* Erica Jayne, a leading dancer with the Grands Ballets, goes up on *pointe,* face radiant with the exact mood of the dance from before the break. Around her, the men begin to weave an intricate pattern, their faces never once betraying the fact that they had just worked out the movements.

Macdonald, in a characteristic gesture with his hands on his hips, is following the action with the attentiveness of a hawk, his muscles twitching as if he himself were doing all the motions.

"That's it, that's it!" he says, more to himself than to the dancers. "Oh, lovely!" He smiles as dancer John Stanzel, the Joker, makes a comically tortured face, ties himself and the four Knaves into a knot, and spills them across the floor.

Erica Jayne spins twice, falls in a deep embrace with the Knave of Hearts, does two complete turns on *pointe* and falls into another deep kiss with the Knave of Spades.

"Stop!" calls out Macdonald, nearly bowling over the tape deck. "Erica, if you could fall into the second embrace, but then flip over onto his back . . . yes, like that . . . Now can you lift your feet, all the way over . . . yes . . . land on his back with your stomach . . . can you do that? Does it feel right?"

"Aaugh!" chokes Jayne, nearly caught in a stranglehold.

"Bill, hold her lower, on her bottom," orders Macdonald.

The motion is repeated, nearly successfully except Jayne almost falls off the boy's back. "Let's try that once again," declares Macdonald, eyes excited by the spectacular manoeuvre. This time, it goes fairly well, and Erica Jayne smiles with confidence.

"Right! Is that okay? How do you like it?" the director asks.

The cast signals its approval with enthusiasm. Macdonald returns to the tape machine and replays the sequence. The move is now done with even more style than the second slow-motion dry run. Macdonald beams with satisfaction.

The rest of the creation is punctuated with phrases like, "Does that feel natural? . . . See where that impulse is coming from, and direct it . . . Yes, can you do it this way? . . . Exactly, oh, that looks great!"

When the movement is finished, the rest of the company begins to assemble for the next movement. Macdonald is asked to do a run-through of the raunchy, ribald sequence he has just put together. As the dancers race around the practice floor, Macdonald watches them with one eye, and with the other studies the reactions of the rest of the troupe. When they

ugh at the comedy, Macdonald is visibly leased. The demonstration is a success, and e is given very loud and sustained applause y the expert observers.

igure Skating Excellent Training

's traditional for ballet dancers to begin prac-sing at a very early age, but Brian Macdonald an exception to the rule.

"It's almost too embarrassing to say when started to dance," he says. "I began really late, n my third year at McGill. But I had done lot of figure skating in the years before I egan to dance," Macdonald hastens to add. I had almost all the figures down, and this roved to be excellent training for ballet. My gs were very well developed.

"After I left McGill," he says, continuing to race the early years of his career, "I worked s a music critic on the old Montreal *Herald* n 1949 and 1950. They sent me to night clubs, ircuses, and other such events.

"I joined the National Ballet in 1951, and tayed for three years. I got some of my best raining there, in particular from Elizabeth eese and Gerald Crevier. But I still had no oney, so I started dancing in Montreal night lubs – we all have to peddle our asses some-imes. One night I smashed my arm trying to atch my partner and I realized I could never eriously dance professionally again."

But the broken arm was hardly the disaster hat it could have been. Far from signalling an nd to Macdonald's career in ballet, it meant he beginning of his work in directing and horeography. By the time of the accident, Macdonald was becoming well known in the-trical circles. He was appointed the artistic irector of the Montreal Theatre Ballet, a chool and training ground for young dancers who might eventually graduate to the ranks of he parent company, the National Ballet.

Amongst Macdonald's fondest memories of hose formative years is his contribution to the egendary Red and White Revue, *My Fur Lady*. I got into it by a classic accident," Macdonald elates. "A boy had fallen in the gym during ehearsals, and they called me to fill in. I was arned not to get too involved, because it ould take up too much time. But I joined, got involved, and well . . . I ended up directing hree or four Red and White Revues after that. really had a ball doing those Red and Whites.

"*My Fur Lady* sure produced some good eople. Jim Domville has been director of the Theatre du Nouveau Monde. Tim Porteous has become Pierre Trudeau's right-hand man; you can't get to Trudeau unless you go through Tim. Eric Wang is part of the permanent Canadian delegation to the United Nations. Don MacSween is a leading labour lawyer in this city. And Galt MacDermot, who joined us late and only wrote a couple of songs, wrote the music for *Hair.*"

In 1958, Macdonald joined the Royal Winnipeg Ballet as a choreographer, and in 1962 he got the great break of his career: "I received a Canada Council Senior Fellowship worth $5,000 that year, which finally gave me the opportunity to go to Europe. I knew I could never make it in the dance world as a Canadian. In those days, you had to be Russian or you were nothing. I knew that I would have to leave Canada eventually.

"While in Europe, I studied in some of the best schools: The School of Royal Ballet in London, the Kirov in Leningrad, and the Royal Danish Ballet."

Macdonald created his own ballet with the Norwegian Ballet company in 1963, and only one year later was named the director of the Royal Swedish Ballet. It was in Sweden that he met and married Annette av Paul, the country's prima ballerina. Annette is one of Sweden's most adored performing artists. "I'm just Mr. Annette av Paul in Sweden," jokes Macdonald.

Since then, Macdonald has choreographed ballet with companies throughout the world. One of the most exciting groups he has worked with has been Israel's Batsheva Company. Macdonald acts as administrator, coordinator of schedules, as well as dance choreographer for the seven-year-old troupe. "It takes at least twenty years to develop a classical company of girls with long necks and superb *pointe* – not to mention an audience for them," Macdonald points out. "But the earthiness of modern dance grows directly from what the Israelis are doing and thinking naturally.

"These young dancers attack modern dance with a drive and energy that makes you think of New York's garment district. That force gives them a very individual style.

"What excites me is their very strong masculine-feminine polarity. The men are so masculine and the women are so feminine; they come off the kibbutz like that. The girls don't have an artificial femininity. They're dark, they are sensuous; and their womanly quality pays off against the men. You can do wonderfully individual ballets for that group."

"McGill Bored Me"

Many creative artists were stifled while at university and either dropped out or passively waited out the four years until they received their degree. Brian Macdonald is no exception.

"At McGill, the insufferable curriculum and the way it was taught bored me. I spent most of my time in the music room in the basement of the Arts Building. All the best records and the best girls were there. The only really good influence on me was Dr. Files, the chairman of the English department, who once said to me, 'Don't measure your life by what you've done at college. Look, you're not going to make it academically; you're going to have to find some other way.' He was a marvellous man, Dr. Files.

"I think, though, that university is much more rewarding today than it was then. Take a look at what my seventeen-year-old son is studying – biology, electronic music, and math. You could never have such a flexible curriculum when I was at university.

"I did get a lot of appreciation for books and methodical thinking at university, but little else. I should have gotten out of McGill a lot earlier than I actually did.

"I guess what I most needed to learn at university was discipline. McGill never taught me that; I had to learn it in the ballet world."

In fact, learning is something Brian Macdonald is always doing. "There is an enormous advantage to being an international choreographer. You can learn from the reactions of audiences in various countries. What audiences all over the world see in a dance company is what that dance company is all about.

"A choreographer is an all-round *homme de théâtre.* He should be able to do a brutal ballet of great artistic power, or a classic to last many years; to teach in an academy or in a modern company; or even choreograph numbers for the Broadway stage. He must not let himself get into the position of doing the same thing over and over again.

"I used to just push a button and out would pop another ballet. These days I am doing less, and doing it more carefully. I want to restrict myself to only one or two pieces a year so I can put myself completely into them. □

Jack Kapica is a frequent contributor to the News. *Since writing this article, he has been employed by the Montreal* Gazette*'s Entertainment section.*

Students at the Faculty of Dentistry are taught a "total patient" approach, as summed up by the dean's maxim:

"At the end

by Louise Abbott

Despite medical and scientific breakthroughs, more than 90 per cent of North Americans suffer from some form of dental disease. Each year oral problems cost those affected large sums of money and cause incalculable pain. There have even been documented cases of suicides resulting from undiagnosed dental conditions.

It is not so much the absence of dental knowledge or techniques as an uneducated public that accounts for rampant oral disease. Fillings, inlays, crowns, jackets, and other restorative materials can only patch existing ills. Education of the community at large, however, could help to prevent dental problems. For that reason, it is not surprising that "prevention" is the operative word for the dentist of the seventies.

Certainly no group is more sensitive to the pressing need for educative and preventive programs than the staff and students of McGill's Faculty of Dentistry. Dedicated to the ideal of the dentist as teacher as well as healer, the sixty-eight year old Faculty has made preventive dentistry a key priority in the four-year undergraduate school. Even before freshman dental students start regular course lectures, they participate in a one-week orientation where they are introduced to the basic concepts and techniques of oral hygiene which they will someday transmit to their patients.

That dental students have indeed taken to heart their mentors' philosophy is borne out by the community projects they have conceived in recent years. Last summer, for instance, a handful of dental students, using money from Canada's Opportunities for Youth program, travelled to parks, playgrounds, and camps in and around Montreal. Prompted by the particularly poor oral health endemic to economically deprived urban areas, the students discussed proper diet, showed slides, and demonstrated correct brushing and flossing techniques to their youthful onlookers.

Furthermore, for the past three years, teams of dental students have visited schools in the city and outlying districts. The informality of their oral hygiene talks has facilitated communication with the children, many of whom have had no proper exposure to a dentist and the fundamentals of sound dental health. In fact, for some of the kids, the toothbrushes the dental students leave behind are the first they have possessed. An additional outcome is that the children learn that dentists are friendly human beings and not the monsters which haunt their nightmares.

As essential as it is, education is not the only means of oral health prevention. Fluoridation of the public water system has proved to be another highly effective means of ensuring healthy strong teeth. Indeed, as the dean of the Faculty of Dentistry, Dr. Ernest Ambrose, points out, "It is the only mass preventive we know."

In spite of its success rate in major North American centres and the sanction awarded it by dental and medical associations, fluoridation has not been implemented in Montreal. Dean Ambrose insists that fluoridation has been subject to as much research as other health measures like chlorination and pasteurization. However, as he sadly notes, "There are still some people who will fight pasteurizing milk." Dr. John Stamm, another faculty member and authority on fluoridation, claims that "not one death or illness has ever been directly attributed to fluoridated drinking water in North America."

While the McGill dental staff may deplore the present situation, they remain powerless to change it. Rational arguments, petitions, and other appeals have fallen on deaf, or at least unresponsive, ears. In light of the municipal government's obstinacy, the only hope for this massive form of dental prevention seems to lie with the bill introduced by Quebec Social Affairs Minister Claude Castonguay to enforce fluoridation of municipally controlled drinking water throughout the province. Regrettably, a municipal referendum may well defeat the proposal, since there are still many citizens who resist fluoridation. Some opponents consider fluoridation forced medication and therefore an encroachment on personal liberty; others regard fluoride as an environmental pollutant.

Corrective Dentistry to Remain

Even with the improvement in oral health that carefully regulated fluoridation and public enlightenment on dental hygiene can induce, dentists will never be able to discard their drills or other surgical instruments. There will always be a need for corrective dentistry.

Thus, even with its emphasis on prevention, the McGill dental faculty has naturally not neglected traditional corrective dental measures in its training program. In first and second year, students are initiated into the discipline through lectures, seminars, and readings, as well as practice on mannequins in a laboratory equipped with closed-circuit television. In third and fourth year, students spend little time in the classrooms of the Strathcona Building for Anatomy and Dentistry. Instead, they are immersed in dental practice at the McGill University Clinic, an integral part of the Montreal General Hospital. Under the guidance of the resident dental personnel, the students are taught to carry out all phases of clinical dentistry and related laboratory procedures. The treatment their patients receive is first-rate, although a little slower than with a more experienced dental practitioner.

The close integration of McGill's Faculty of Dentistry with the Montreal General (MGH) allows another interesting adjunct to the teaching program — a two-week internship. During that period, the senior student lives in the hospital and is on call to aid attending oral surgeons with diagnosis and treatment both on the wards and in the main hospital operating theatres.

Moreover, to supplement their formal dental education, many students participate in the Children's Summer Dental Program held at the MGH. Although working in overcrowded facilities, with no air conditioning, the students are nonetheless able to give individualized instruction and examination to some two thousand children referred to them by local school boards and public health agencies. Under the watchful eye of recent graduates and staff instructors, the in-going third and fourth year students fill cavities and do other minor restorative work, while more serious cases are referred to year-round clinics.

In recent months, students have started to practise dentistry at another clinic as well, this one in Pointe St. Charles. Working four nights weekly, the students have considerably eased the burden on the dentist who presently uses the facilities during the day. The student teams which take part on a volunteer and rotational basis, perform restorative work under the close supervision of a qualified McGill staff member. In addition, first and second year pre-clinical students counsel patients on dental care and nutrition. Here, as elsewhere, the students adopt a "total patient" approach to dental practice, keeping in mind one of Dean Ambrose's favourite maxims: "At the end of every tooth is a person." Consequently, the students' chairside manner is more often than not as warm and sincere as their dental treatment is meticulous.

of every tooth is a person"

Surge in Dental Research

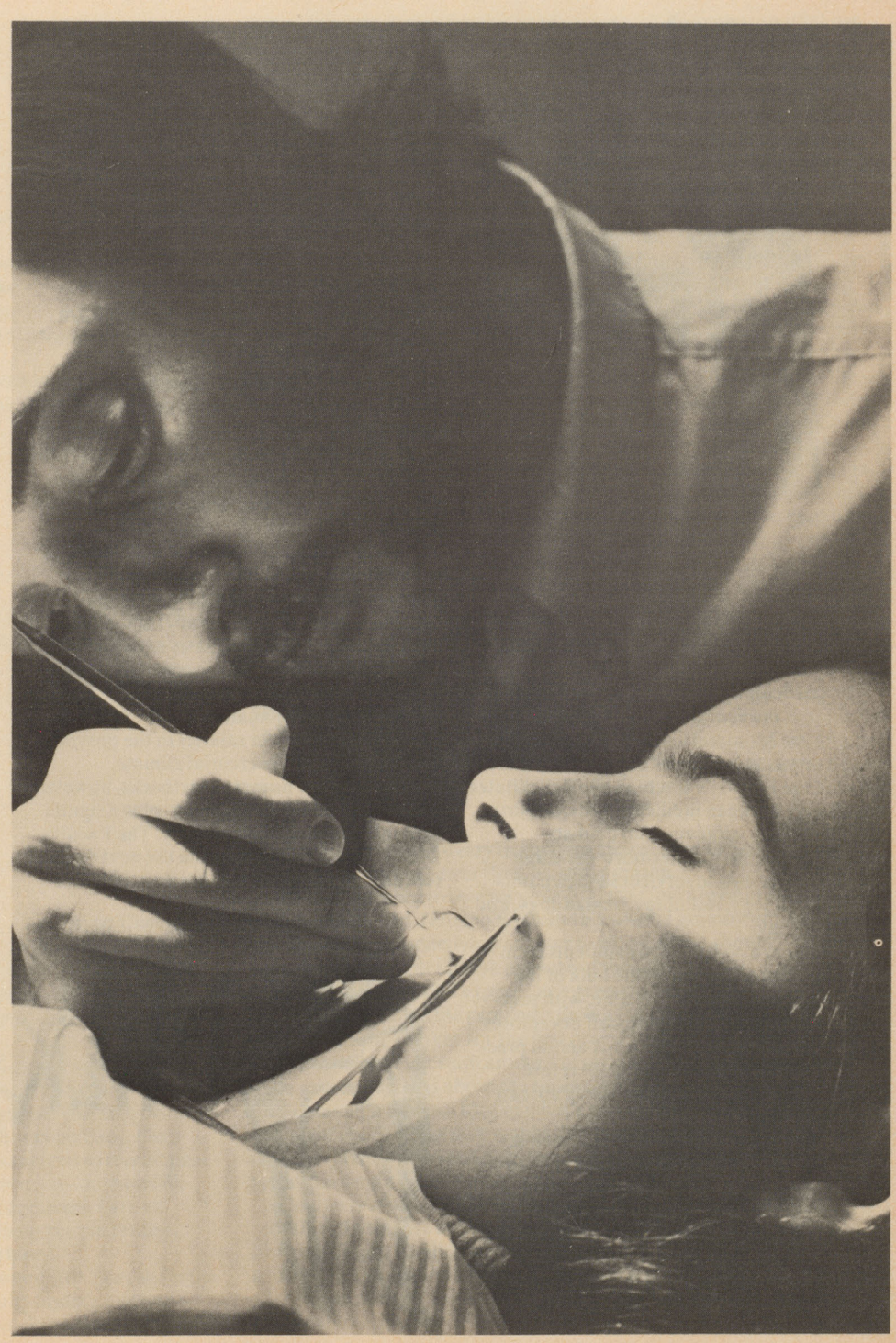
ever a strength of the dental Faculty pre-
ously, research has received more attention
late. Among those with an active interest in
search at both the laboratory and clinical
vels is Dr. Lyman Francis. Assistant dean in
arge of graduate studies and research, Dr.
ancis is quick to point out that there is still
remendous amount to be learned in den-
try. He himself has conducted research in the
ld of periodontics for many years. With his
-researchers, he has investigated the pro-
rties of the gum tissue and documented the
ects that dilantin — a therapeutic drug used
the treatment of epilepsy — and other phar-
acological agents have on histamine and
tihistamine activity within the tissue. Their
dings, which have been reported in
merous publications, may eventually lessen
large numbers of people with diseased gum
sue whose teeth loosen and drop out of their
ckets.

Several other McGill dental faculty
mbers have also produced original findings
fields ranging from the study of composite
in to the control of postextraction
cteremia.

As well, funds from the Medical Research
uncil enable about a dozen students to
rsue research during the summer months.
nong the studies conducted last summer was
pecial project related to the non-medical use
drugs. Two students studied the effects of
roin and LSD on the energy sources of animal
sues, and on salivation and susceptibility to
ay.

n addition to research, the dental Faculty
s of late encouraged the development of ad-
nced dental training. In the past, the school
ered only an undergraduate program; now,
wever, there is a one-year graduate studies
ogram leading to a Diploma in Restorative
ntistry and Prosthodontics. The Faculty
pes to introduce a masters program in Oral
rgery as well.

On all accounts, then, the McGill dental
culty is progressing, both by polishing tradi-
nal procedures and breaking new ground.
rrent dental students have unprecedented
portunities in their undergraduate years.
ey enjoy the advantage of a wide assortment



*Gill dentistry students volunteer four nights
eek in a Pointe St. Charles dental clinic,
rforming restorative work under the super-
ion of a McGill staff member.*

Below: For the past three years dentistry students have been visiting schools in the city and outlying areas, explaining proper oral health techniques and even sparking some children to graphically express their thoughts on dental care.



of audio-visual study aids, which can be used in quarters adjoining the recently renovated dentistry library.

Also particularly beneficial to the students' education is the dental Faculty's close association with the Montreal General Hospital. Because it serves as the dental department of the hospital, the Faculty's teaching clinic facilitates interchange between medicine and dentistry, with physicians, surgeons, and dentists working as a team. Furthermore, the clinic introduces students to services such as pathology, bacteriology, radiology, hematology, and anesthesiology.

Advantages also flow to the students from the staff composition. Since the bulk of the Faculty's instructors are part time, with practices in the Montreal area, the staff never loses sight of the day-to-day realities of dental practice. Faculty administrators can therefore easily modify their programs to keep abreast of pressing needs.

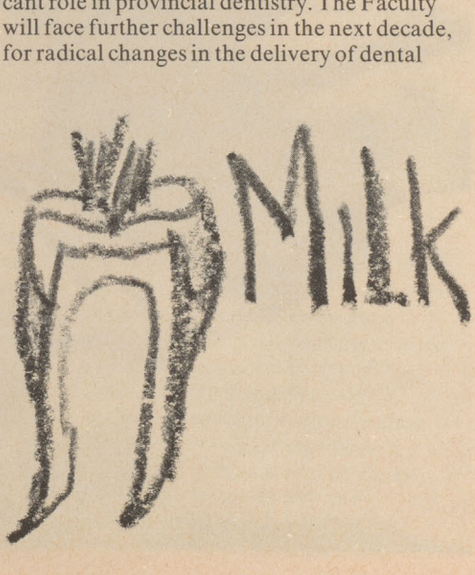
Still, the Faculty of Dentistry has been severely handicapped by the shortage of both teachers and space. Since the early sixties, the Faculty has been planning to consolidate all its pre-clinical and clinical facilities under one roof. A dental health science centre, which would have accommodated double the present student enrolment, was to have been constructed close to the Montreal General. Last spring, however, when construction was about to start, the project collapsed. Because of a sinking economy, the provincial government could not provide the lion's share of the backing as it had promised. While those heady plans for enlargement have had to be abandoned, the Faculty hopes to be granted funds to refurnish their clinic, in which the equipment has done yeoman's service for sixteen years.

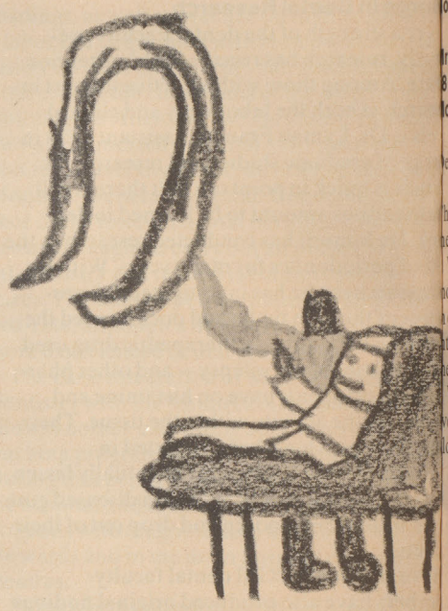
The Shortage of Dentists

Unfortunately, until the Faculty can afford to hire more staff and construct larger, consolidated premises, it will have to restrict registrants to 40 out of the 450 annual applicants. As valuable as that number is for close student-professor relationships and cooperative team work, such a low number of future dentists can scarcely ease the present situation in Quebec where there is only one dentist for every 3,500 citizens.

Adding to the shortage is the problem that many McGill graduates leave the province after graduation to intern, to pursue specialized courses of dental study, or to set up their practice. Some graduates eventually return, but many never do, discouraged by the licentiate exam that only Quebec's College of Dental Surgeons demands, the fewer job opportunities and lower salaries in the province, and the politically mercurial climate.

Even with the numerous setbacks, however, the dental Faculty continues to play a significant role in provincial dentistry. The Faculty will face further challenges in the next decade, for radical changes in the delivery of dental





care services are imminent. Almost certainly government will increase its control over the dental profession and the mode of dental education. Already Quebec has introduced "Denticare" for children up to seven years of age. The near future may well see a board of government officials, laymen, and dental professionals replace traditional dental colleges.

According to Dr. William Sanders, the assistant dean for undergraduate affairs, the seventies will also see the development of "smaller dental centres scattered throughout the country, each centre directed by a dentist and handled by auxiliary personnel." Dentists will be able to reach more people more easily than they presently can in their single urban offices.

The growth of a class of para-dental personnel will, of course, be crucial. Because the dentist of the future will no longer have to work against the clock with the frenetic energy of today's practitioner, he will have more time to upgrade his education and to offer individual attention to his patients. Perhaps then he will also be able to practise dentistry beyond the age of fifty-five, which marks the average life span for members of the profession today. □

Louise Abbott, a fourth year honours English student, is a regular contributor to the News.

Beyond the form letter

Assistant Editor Rosalind Pepall presents a fanciful exchange of letters based on her interviews with people from both sides of the recruiting table.

ovember 28, 1971.

r. John Boyd,
3 Woodlawn Rd.,
ontreal 17, P.Q.

ear Mr. Boyd:

hank you for submitting your resumé in application for an employ-ent interview with Specific Supplies Ltd.

We have carefully compared your qualifications and interests with ıose we have found necessary for a successful and rewarding career our company. We regret that we cannot invite you to a personal terview as we do not feel that you have enough experience to meet e requirements of the job.

We appreciate your interest very much, however, and we wish you very success in completing your studies and in locating suitable em-loyment upon graduation.

Yours sincerely,

Arthur M. Adley,
Personnel Supervisor,
Specific Supplies Ltd.

.S. Our apologies for using this form letter. The response has made impractical to write to each applicant separately.

ecember 1, 1971.

r. Arthur M. Adley,
ersonnel Supervisor,
pecific Supplies Ltd.,
oronto 5, Ontario.

ear Mr. Adley:

the past few weeks I have received twenty-five letters from Canadian mpanies rejecting my letter of application and request for an inter-ew. Like your response of November 28, most were form letters that ere vaguely worded and callously indifferent to the plight of today's raduating students (whom your generation patronizingly calls "the aders of tomorrow").

I am fully aware of the economic situation in Canada and how it as reduced the number of graduates you can hire. The McGill Place-ent Office, which ironically has been under the supervision of Canada anpower since last April so the university might save money, has a eadily diminishing list of companies coming to campus to recruit pro-pective graduates. Four years ago 400 organizations visited McGill, 1970-71 there were 180, and this year only 125 companies are ex-ected. Furthermore, one firm I talked to saw fifteen people for four b openings this year and in the end no one was hired.

Not only masters and PhD students but also commerce, law, and engi-eering graduates are having tremendous difficulty finding employ-ent. In a lean period it seems we students with no long-term working experience are the hardest hit because we have to compete with those people who have six or seven years training behind them. How do we persuade a company that we can contribute just as much as those more experienced people can, if not more, with our university training?

My fellow students share with me the feeling that companies should not penalize a graduating student for his lack of working experience. During his four years of college a student is rarely given the opportunity to see the business world, and during the summer he lands jobs which more often than not bear little relation to the subjects he is studying or the field of business he hopes to enter. However, any job, whether it be as a camp counsellor or gas pump attendant, gives a student knowledge of dealing with people and some organizational training.

As you will note from my curriculum vitae, I have worked at various odd jobs during the summers to earn enough money for my university fees. Last summer I helped to run the Opportunities for Youth office on the campus and acted as a student employment counsellor for the McGill Placement Office. This year I have been active as head of the speakers campaign for the Debating Union and a participant in Community McGill, an organization which undertakes community action projects. From the positions that I have held at McGill and during the summer, I feel that I have learned leadership qualities and how to make decisions. I have no doubt I could easily apply those skills to your firm.

Yours sincerely,

John Boyd

January 5, 1972.

Mr. John Boyd,
18 Woodlawn Rd.,
Montreal 17, P.Q.

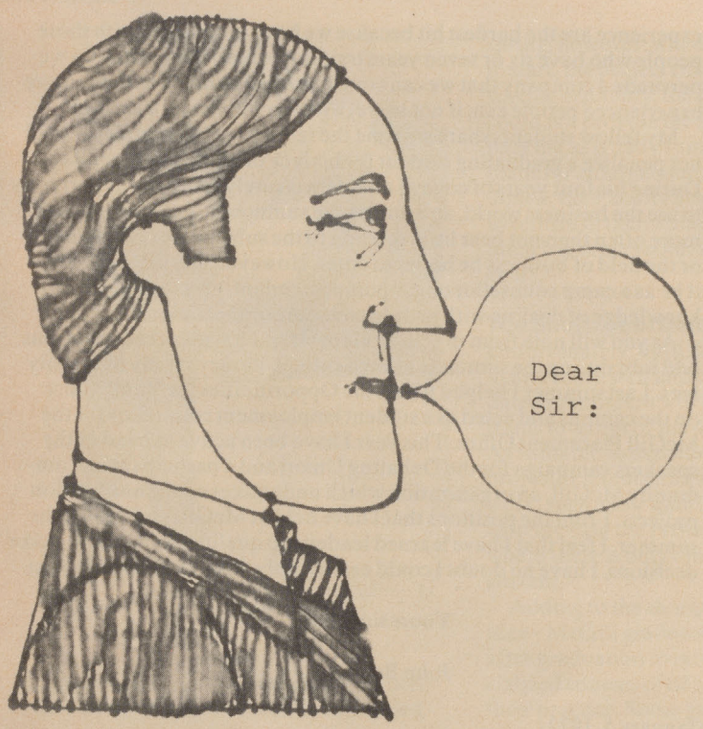
Dear Mr. Boyd:

I do apologize for the delay in replying to you. Our department has been extremely busy over the Christmas season.

We were pleased to receive your last letter and are impressed by your qualifications and desire to find suitable work. I am sure you understand that choosing prospective graduates to whom offers should be made is an extremely difficult task because of the large number and high calibre of students who express an interest in our company.

We do appreciate the problems facing the graduating student who enters a stiff job market for the first time. However, we have found that students without a certain amount of solid working experience tend to have misconceptions about the business world. Too often we interview graduates who have no idea of what a specific job requires and are unsure of the position they would like to fill with the organization. It is not surprising that such people quickly become dissatisfied with their job and have a high turnover rate.

For that reason, and also because university graduates are costly to recruit and train, we are becoming more reluctant to hire them for positions which can be filled by CEGEP graduates. The CEGEP graduate has a more realistic outlook towards the working world. He doesn't demand a large salary, expects less challenge in his job, and usually has more practical training.



In my opinion a university student would be better advised to work a year or two before he enters college in order to get a clearer idea of his ultimate career direction.

Those are just a few of my own personal thoughts in answer to your letter. I hope they help you to understand our company's position better.

Yours sincerely,

Arthur M. Adley

January 14, 1972.

Mr. Arthur M. Adley,
Personnel Supervisor,
Specific Supplies Ltd.,
Toronto 5, Ontario.

Dear Mr. Adley:

To me the views put forth in your last letter typify the attitude of most large corporation personnel offices. What amazes me is that you are rejecting graduates for being overqualified after my generation has been urged, if not pushed, by parents, teachers, and society in general to obtain a university education. The guaranteed future once associated with a degree is a myth, a fact especially disillusioning for a BCom student like myself who was under the impression that commerce was a very marketable degree. And if my chance of getting a job is poor, think of the hopeless state of the lowly arts graduate who majored in English, or philosophy, or fine arts.

The real purpose of a university education is to train one's mind. A university degree automatically signals a job candidate's intelligence and initiative to a prospective employer. A graduate is capable of learning the necessary job skills quickly and has the advantage of drawing upon the overview his studies have given him.

It is absolutely absurd that a CEGEP graduate should be preferable to a university product. It seems totally unreasonable that a college degree should become a liability on the job market.

Yours sincerely,

John Boyd

January 28, 1972.

Mr. John Boyd,
18 Woodlawn Rd.,
Montreal 17, P.Q.

Dear Mr. Boyd:

From the tone of your letter of the 14th, it seems that I must clarify my point of view. I am not denying the need for a university education; our company hires many college graduates, depending on the nature of the job and the student's field of study. I am advocating, however, a more thoughtful approach to education by the student. He should more carefully reassess the value of the degree he is seeking.

For some young people, a junior college degree is adequate to fulfil their career aims and for others a PhD may be required. Nevertheless, I should point out that companies are wary of hiring students with a masters or doctorate who expect high salaries and are overspecialized for most positions in the firm. Such students are more oriented towards research or teaching and have generally not developed the managemen skills necessary in industry.

Even the once sought after masters of business administration studen is losing his status. While an MBA student has learned in detail more skills, unless he has learned beforehand to relate theory with practice, he is no better equipped than the person holding a general degree. As one of our personnel officers points out to prospective post-graduates, "If you haven't learned to think in four years of university, two more years won't make much difference."

Our company is therefore no longer only interested in someone with a degree; we are emphasizing personal qualities such as motivation, awareness, interest in people, and ability to interact with others. Personal initiative is also of major importance when we have to choose from such a high number of qualified graduates for so few job openings.

I can remember ten years ago when companies were concerned with how many graduates they could hire rather than how many they actually needed. That situation created excess demand for the limited supply of graduates; as a result, salaries were forced up and the student felt he was a very valuable commodity.

This year our company needs to recruit only one university graduate in the whole of Canada compared with forty or so a few years ago. Nevertheless, the universities still keep training engineers and other stu-

nts for non-existent jobs. The university and business communities ould maintain closer contact with each other and work together to oduce graduates who will be able to fit into the job slots actually the market.

In addition, young people should no longer be trained for a career t is supposed to last a lifetime. Students should be versatile and aptable in their studies. The economy is changing rapidly and job cifications vary along with it. We all — business, university, and stu- nts — have to keep ahead of, or at least be aware of, the job demand.

Yours sincerely,

Arthur M. Adley

bruary 10, 1972.

. Arthur M. Adley,
rsonnel Supervisor,
ecific Supplies Ltd.,
ronto 5, Ontario.

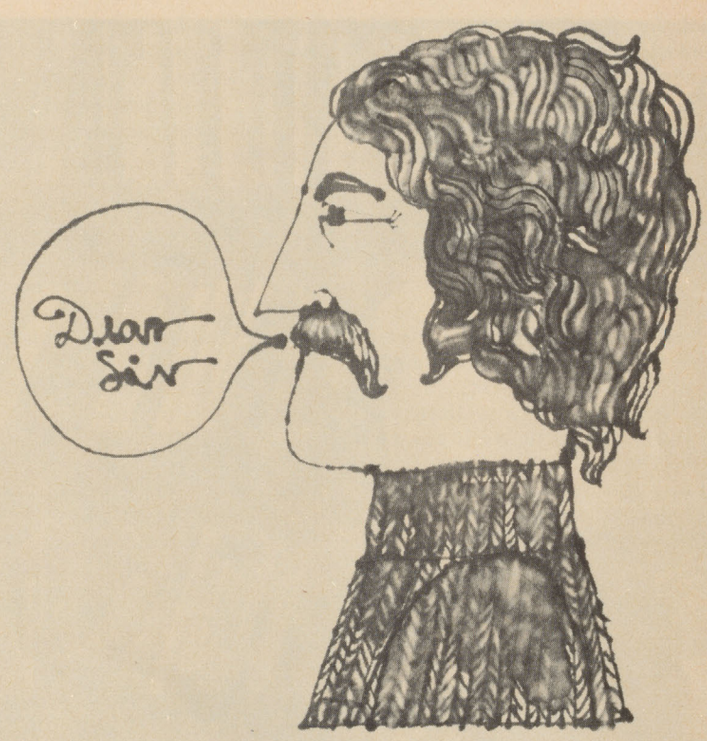
ar Mr. Adley:

cknowledge your last letter of January 14, 1972. I do find it somewhat onsistent that you conclude by promoting a general education for dents applying for jobs but turned me down for employment because cked specific training. Also, while you claim to be interested in the rsonal qualities of job applicants, I would question how you are able measure my awareness and initiative from a brief resumé without r having met me.

Otherwise I agree with you on many points, especially the idea that university and business communities should cooperate more in the ining of students for suitable jobs. As the unemployment offices be- ne flooded with psychology, sociology, and English majors as well PhD graduates, students themselves are questioning the relevance a university education. This year registration totals in many Canadian versities fell below anticipated enrolments because students didn't l it worthwhile to return to school. Many students who obtained em- yment last summer leapt at the chance to continue in their post rather n return to university and face unemployment upon graduation. The McGill Placement Office has a list of 1971 graduates in all ciplines who are still looking for employment. To bring in some income se graduates have had to accept part-time jobs ranging from driving is to substitute teaching. One mathematics major I know likes to te the substitute teachers' slogan: "Twenty dollars a day keeps verty away."

My friends have become disillusioned and frustrated going to inter- w after interview without success. As a result some have gone onto t-graduate studies in order to postpone the day they will have to n the unemployment lines. Others, with the same motivation, have en off to seek adventure around the world.

t is no wonder that students feel their degrees have become worthless. ke for example my friend Tom, who graduated last spring in zoology. s major concern was to find a job where he could apply his degree l still enjoy the work. He was greeted with the suggestion that he rk in a zoo!



Another of my friends became exasperated when he was presented with an insurance company's questionnaire designed to measure his selling ability. Who can blame him for being irritated with such questions as: Would you rather write a song or build a table? Would you rather be masculine or adventurous? Where does your strength lie?

Professors as well as the students are realizing that the university will have to offer more than mere job training, and they are experimenting with new teaching programs whereby students are being taught to think rather than to simply acquire knowledge. The attitude of the graduating student is gradually changing as he sees that he is not such a valuable person to the business world; companies are no longer wining and dining him as they did in the sixties. Mr. Finn Sandsta, director of the McGill Placement Office, declares that students will have to be prepared to start at the bottom instead of the top and to be less selective in their choice of job. In his view a realistic approach would compensate for the lack of a practical background.

However, all the burden for the dilemma should not be placed on business or the student. Perhaps the government might promote more research into better housing, improved transportation, proper urban development, and other issues of concern where the abilities and knowledge of graduates would best serve the community.

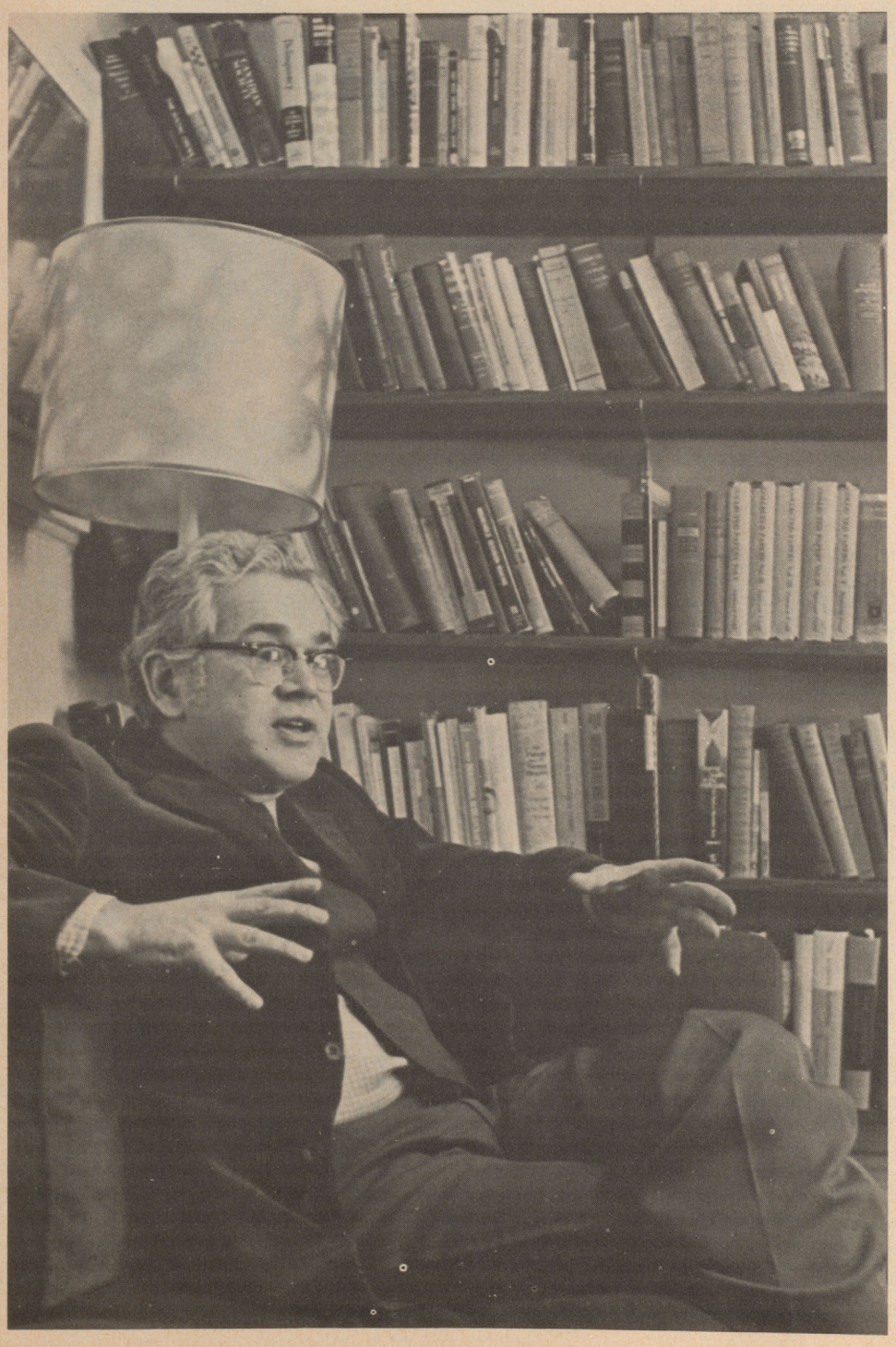
In response to your letter I have gone on at length with the hope that we will benefit from understanding each other's views.

Yours sincerely,

John Boyd

William A. Westley: Growing with freedom

On his sabbatical leave, a McGill sociologist studied participation of workers and students in decisions which affect their lives.



Last spring, Professor William Westley, direc of research at the Industrial Relations Centre and one of McGill's most popular lecturers, jointly published a book with his wife Margare a sociologist at Dawson College. The Emergi Worker *describes a new group of young, afflue workers who are not motivated by monetary goals but rather are concerned about obtainin more control over their work. The authors, in supporting those workers, declare that it is mo rally unacceptable for society to allow workers "to be creative only in their leisure life, while other people are capable of self-fulfilmen in work and leisure."*

After writing the book, the Westleys took a sabbatical leave to travel in Europe, where the studied novel forms of management which allo greater worker participation and unique educa tional structures that prepare individuals to co trol their lives.

Their findings, as detailed in this interview with Bill Westley, offer considerable insight in alienation in today's society.

News: Could you outline the factors that ma today's modern worker different in attitudes and goals from traditional employees, as pre sented in your book?

Westley: *The Emerging Worker* discusses young, highly educated, affluent workers in advanced industrial societies. After World W II, in the United States and Canada, a class o workers emerged who had grown up in families which no longer experienced any serious want.

Attitude surveys show that a worker with such a background differs from older, less ed cated workers. The older worker demands se curity, higher wages, and fringe benefits fro the company. Basically he trusts the leader w participated in the old union fight and who seeks re-election as a reward for his former struggles in the days when unions were less favoured. But the younger worker doesn't bu that. He is much more rebellious within the union structure and rejects both the old-fashioned labour leader and traditional unio goals. He wants leaders knowledgeable abou the new trends in management. He is not mo tivated by the need to acquire property and s curity; instead he is seeking to fulfil new nee and one of those is for more participation in decision making related to his job.

We are therefore confronting the dis-appearance of our social order's legitim zati Those people, such as middle-class youth, w

ve experienced affluence, are no longer so ncerned with defeating scarcity, an objective ich is the underlying basis of the capitalist rit. Our society has a whole set of social in- tutions, constructed according to the prem- s of the Protestant ethic and capitalism, ich are evaporating because people find no itimacy in them. The result is an emptiness our society.

ews: In *The Emerging Worker* you indicate at one of the main results of changing atti- des among workers is the breakdown of the tus system in corporations. Could you ex- ain why?

estley: Within any institutional structure, ople are prepared to accept differences in ivileges and power if the inequalities are nsidered functional to the overriding goal people share. Under capitalism, the status stem has been grounded on the need to sub- dinate oneself to productivity; any inequali- s which seemed to increase productivity re acceptable. Thus, in the eyes of workers, mart entrepreneur had a right to be boss.

owever, the emerging workers are no longer lling to support the traditional goals and re- ionships. Moreover, they have discovered at often they know as much as many of the anagers – if not more.

Another factor eroding status distinctions in siness has been the human characteristic at when people see others who are dissimilar dress and life style, they tend to accept such ferences as indicating differences in ability. ople believe the boss has some kind of sdom because he has a different life style. at affluence wipes that out. Now everybody s a car, rents a country house, and takes vaca- ns in exotic spots.

ews: What goals and policies should unions opt to inspire the emerging worker?

estley: It is time major unions bought some ctories and experimented with alternate rms of organization – new business goals d new worker relationships. The intention ould be to show that certain radical forms of ganization can be profitable and involve the orker more in the decision making.

Management is experiencing increasing oblems because younger workers just don't t like older workers. Moreover, the managers emselves are really a lost generation, caught the middle of change. They are persuaded their own children to challenge existing pat- rns of organization. They are also the same ople who talked about the "rat race" ten or fifteen years ago. They therefore are ready to be innovative, but no one has spelled out to them the interesting experiments that are happening in the world and could be adapted to our industrial sphere. The unions could help on this point.

News: What organizational changes might be tried?

Westley: One valuable experiment occurred recently at the Alcan plant in Kingston, a factory of 1,200 workers, where management made a series of changes including removing the time clocks from the factory; putting the workers on a salary rather than an hourly wage; giving the workers freedom to enter and leave the plant at any time; allowing workers fifty-two weeks of sick leave a year like managers; removing the inspectors from the plant; and expanding the jobs.

As a result of the various transformations, productivity increased and the morale indices improved. There was less absenteeism and a decrease in the amount of sick leave taken by workers. But the most interesting result was that management changed its image of workers and began to see them as more complete and useful human beings. As workers began to look more like managers, there was more interchange between the two groups. Managers began to trust workers more, valuing their opinions and turning to them more for advice. In addition, the workers, finding their opinions respected, began to offer more suggestions.

News: Does the Kingston experiment compare favourably with some of the others you have studied?

Westley: It certainly does. Take for example the Scott-Bader Commonwealth, a chemical plant in England. Ernest Bader, the founder, was a Christian socialist and after he had established a relatively flourishing company he turned over control to the workers. He gave 100 per cent of his stock to a special trust which the workers controlled. Through the trust, the workers appointed managers and were able to determine – within constitutional limits – the distribution of profits. The restriction was that they had to put at least 60 per cent of the profits back into the expansion of the firm and, of the remaining 40 per cent, whatever percentage they voted themselves for bonuses, they had to donate an equal percentage to charity.

Scott-Bader is also a company with total job security. The workers accept the very interesting practice that if prices fall, so do wages. Salaries are cut equally from top management down to the poorest paid worker. People don't get laid off; everybody takes the bad times together. Nevertheless, in practice the company does have wages higher than the norm.

Given those policies and the fact that all the managers attracted to Scott-Bader came because they believed in worker control, it was quite a shock to discover it was run like a traditional company. In fact, workers had far less control over their work on the shop floor than at Alcan in Kingston, which was a traditional company.

I puzzled about this strange situation and then one day a small incident occurred which gave me some insight into the reasons. I was sitting at lunch talking with a lower level foreman. I asked him what workers want when they come to Scott-Bader and he replied, "The money! They wouldn't come for any other reason." Immediately all the managers surrounded this fellow and began arguing with him. As I listened, I realized that they overpowered him intellectually and clearly did not see any value in his opinions.

Having observed that, I went around the plant to check my hypothesis. I would get into conversations and ask if the people thought workers should manage the plant. Everybody agreed they should – managers and workers alike. Then I subtly posed a series of questions to determine if they thought workers could manage the plant. I received an unequivocal no from both workers and managers. Everybody was convinced that workers would ruin the plant if they managed it.

News: On your travels did you find capitalist countries to be inferior at providing worker participation?

Westley: Quite the contrary. The most successful attempts at providing worker participation in management came from the capitalistic countries. There are certain major firms using modern management methods, such as the Scanlon Plan, in which worker participation is seen as a better method of running a company.

Furthermore, the best companies do not see worker participation as a means of manipulating workers. They recognize that true worker participation is a better way of managing, whereas previously many managers only wanted to make workers think they were participating.

News: What is the Scanlon Plan?

Westley: The Scanlon Plan is a very interesting profit sharing and suggestion system

developed by a steel worker representative, Frank Scanlon, who advanced it as a method of getting labour-management cooperation during World War II. Scanlon felt workers could contribute a tremendous amount to company productivity by suggestions. However, he believed they had to be sure of what was happening to their suggestions and had to get immediate profit from their ideas.

Scanlon therefore established committees with worker representatives throughout the various levels of the company. The committees reviewed all suggestions and gave immediate feedback to the suggester on whether the idea would be used or, if not, why it would not be effective. The money from increases in productivity was passed out to all people in the plant as a bonus.

There are a number of different companies of varying sizes and different technologies using the Scanlon Plan. The last review I saw of the scheme indicated that in every known case it has been a success. The plan increased by 400 per cent the number of suggestions and normally the productivity bonuses amounted to about 50 per cent of salary. However, the Scanlon Plan has been in existence now for over twenty-five years and its acceptance has not been spreading.

I have an idea why not. Only changes with no effect on the status system are accepted in an institution. Therefore, the difference between a successful and an unsuccessful plan for change is that the successful one provides ways in which the status holder can be protected but the system can be altered.

News: What other plants besides Scott-Bader did you visit on your sabbatical?

Westley: The best examples of worker participation that I saw were in a series of Norwegian plants. Norway has a special industrial setting as there is a national employers' association and a national union structure. Both groups had jointly agreed on the desirability of worker participation in management, and, with government help, were financing a set of demonstration projects. The innovative leader is Einar Thorsrud who has developed some very unusual ideas about how to effectively increase the worker's capacity to control the work process. Depending on the technology, he may or may not accomplish that by political democracy in the plant.

Thorsrud doesn't make the mistake of prescribing one flat formula. He points out that the nature of the production process in a specific industry must be understood before workers will be able to participate. He makes an analysis of the technology and social structure of the firm and then sees how by varying the technology and changing the social organization, workers can more effectively control their work.

Thorsrud has carried out his analysis slowly in a number of plants with tremendous success. The degree of satisfaction with his experiments is so great in Norway that unless there is a major political upheaval, his scheme will dominate most of Norwegian industry in the next decade.

On my sabbatical I also visited Yugoslavia, which has by constitution turned over the control of all enterprises to the workers. In fact, the government insists on day-to-day management by the workers. However, there is a paradox. Whereas by the constitution workers control the production process, in fact, in Thorsrud's terms, they have less control over their own work than in anything but very, very old-fashioned factories in other countries.

For that reason, a study of the Yugoslav system reveals much about the industrial process. Every enterprise has an elected Workers' Council, the majority of whose members have to be blue-collar workers. The council appoints the managerial staff and fires them. In fact, they fire them regularly.

The council is supposed to make all the basic policy decisions for the enterprise, but its members are not competent to do so. The managers often have to present the Workers' Council with complicated information the workers can't possibly decide on. Moreover, under Yugoslav law a worker has to continue to work at his normal job. He is only on the council part time, even though the volume of work for a Workers' Council has gone up annually so now there are ten-hour meetings.

The managers have therefore been taking over increasing control. The Workers' Council only really comes to life when there are decisions about wages or housing, issues which the workers are very aware of and which seriously concern them and their constituencies.

News: Didn't you also study some schools while in Yugoslavia?

Westley: I am interested in schools because what industry does strongly affects schools and what the educational system does markedly affects industry.

In Belgrade, I visited a gymnasium, which is a secondary school oriented to university entrance. The schools are run by a council composed of the students, who have a bloc of vot the teachers, who have the majority of votes; and outside people such as parents and interested parties.

The teachers have a strong voice in the running of the school and therefore feel very secure. Perhaps for that reason, while I have found that teachers all over the world are oft dissatisfied with their work, in the Yugoslavi school the teachers regard their work as a labour of love and feel a deep involvement with the students. Each home room teacher, use our term, takes her students for a two-we trip soon after the year begins. They go to th seashore or climb the mountains in an effort to build relationships between the teacher and the students. The home room teacher also regularly sits in on the classes given by a the other teachers, in order to be sure that he students are being fairly treated and graded.

Equally unusual is the power afforded the students. Each classroom has its own council which is independent of the teacher. The teacher is expected to leave when it meets an she can be called to task by the students for giving unfair exams or taking unnecessarily harsh disciplinary actions.

Can you imagine human beings growing u in such a system and entering factories or go ernment agencies? They are fuller people. They expect to be treated as human beings, a relate to others in the same fashion. They als expect, as a matter of course, to have control over their lives.

In Sweden, I had the very good fortune to visit Eira School, which has a program that i volves primary grade students in the govern ment of their class. Every week the students had at least an hour for a student-run class g ernment session in which they would discuss their problems and vote on a variety of alter tive means of learning class material. I saw such a meeting in a third-grade class and it w astounding. One little tot acted as chairman, and she was a better chairman than many co lege students I have appointed in my class to chair meetings. Everybody got fair treatmen When I noticed another little child acting as secretary, I asked the teacher if she had told him to do that. She responded, "No, we neve tell them anything, we just give them the clas In their second year, one of the children pointed out that if they were to remember wh they had decided, somebody would have to write it down.

One incident stands out in my mind as an
lication of the effect of this program on the
ldren's ability to control their lives. The girls
od up and said the boys were peeking into
ir locker room during the gym period. At
t point the boys leaped to their feet and
uted that the girls were peeking into the
s' locker room. They then had a very vig-
us discussion which must have gone on for
een minutes. Finally, one child suggested
teacher lock the door between the two
ker rooms so nobody could peek. And then,
what I thought was a most mature attitude,
ther child stood up and said, "No, if we
ee here that we won't look, the teacher
sn't have to lock the doors. We will police
urselves."

Those were nine-year-old children! Not sur-
singly, when those pupils went on to a
mal secondary school they had a very rough
e, because they were used to speaking their
ds and the authorities couldn't accept that
ation.

n Oslo, I visited an experimental high
ool run by the students. The state makes a
nt to a committee of students and maintains
y one final control: the students have to
e state exams to get into the university. That
ome extent traditionalizes the curriculum,
it by no means affects the form of teaching
he rules on attendance or behaviour.

ll never forget when I first walked through
door of that school. It was like walking into
enager's bedroom – chaos, absolute chaos.
ere was dirty clothing lying around the
rs, the walls were not only decorated with
kinds of graffiti and posters but were also
ed out where the students wanted to en-
ge a passage. The kitchen had an accumula-
n of a year's dishes heaped on the floor and
rywhere the building was absolutely filthy.
t first I was shocked, but then I realized
t the message which comes to a teenager
ering the school is, "This is my place." If
enager enters most Montreal high schools,
gets an entirely different message. It is cer-
ly not his place! In fact it is a school that
sn't belong to anybody – not to the
chers, the students, the parents, or the prin-
al. The message is of cold, barren walls lined
h steel lockers. That is nobody's world. Yet
nk what happens when a student gets that
stant message for four years.

The experimental high school also taught me
other big lesson. When I asked the students
at they did at the school, they told me



almost everybody does nothing for the first two or three months. They sit in the halls, play guitars, drink cokes or coffee, smoke, and talk. They never attend classes. After awhile they get bored, and so they wander around looking for something interesting to do. However, the classroom is the only place where anything novel is happening.

From that point the educational experience is interesting. As one typical student told me, "I went to a mathematics class, and I found it so interesting, I didn't want to do anything else but study mathematics. I would get up in the morning and study over breakfast, study on the train coming to school, study at school, study during breaks, study in the evening, and study it when I went to bed. I did this all the time, seven days a week."

When that student got tired of mathematics he went off to play the guitar for a week. He then became interested in history, and, as before, studied history all the time for about three weeks. And he isn't unusual. Most of the students learn in that fashion. It seems to be an extremely effective way to learn everything but science. Science is a sequential experience that can't be rushed.

The final experience I want to share came at a primary school in the heart of London, which was based on the principle of total freedom, like A.S. Neill's famed British school, Summerhill. But this school was totally disorganized, and the teachers and students psychologically depressed. Wherever I went the children – even those ten years old – climbed into my lap. They were frightened and lonely, and needed to be held. Because the school was totally without order, there was no way they could use their energies.

I also discovered that the teachers didn't know what they were doing. There was no leadership, no goals, and no clear order.

I learned then that freedom is a very, very tricky proposition for people. People grow with freedom, providing they succeed with freedom, but such success depends on a tremendous amount of preparation and a carefully formed infrastructure. □

Society activities

by Tom Thompson

"We want some assurance that university officials value the activities of the branches and that they appreciate our interest in McGill," states Bill Ward, author of a recent report to the Society's Board of Directors on future directions for the association's sixty branches. The report by the Branch Planning Committee sets forth objectives which all branches will be asked to consider and, where possible, implement in the near future.

One such goal is for a branch to promote and improve the dissemination of information from McGill's Admissions Office to key schools in its area through a Schools Liaison Committee. Active recruitment by graduates could provide a more personal touch to the distribution of admissions material and could encourage top students not to overlook McGill when considering university studies.

The ink was barely dry on the Ward report when J. Ferguson Stewart, the university's schools liaison officer, requested help from the Society in arranging and promoting a western Canada tour he was making with Admissions Director Rowan Coleman. The Vancouver, Victoria, Calgary, and Edmonton branches were contacted and each swiftly produced a list of regional guidance counsellors for university officials. Preparations were also hastily made to help the McGill admissions team host meetings with students, parents, and guidance officers to explain the university's new admissions policy.

Case Study: Revitalizing a Branch

If Bell Telephone ever wants someone for a commercial claiming that help is no further away than the telephone, it should try Dr. Hector Blejar. In December 1970 he called Martlet House from his Los Angeles office and declared, "I want to revive the activity of our McGill group in southern California. What can I do to make it go?"

After a brief exchange of ideas, it was agreed that a list of graduates in the area would be sent out along with some suggestions of prominent local alumni who might agree to be feature guests at branch meetings. Unfortunately, none of the proposed speakers materialized, but Dr. Blejar, undaunted and persistent, now picked up steam by gathering together a small nucleus of executive members. The group decided on a branch meeting featuring Executive Director Lorne Gales.

Following that successful June meeting, which attracted 100 people, Dr. Blejar and his continually increasing executive decided to plan a regular series of alumni programs which would provide information on issues of current concern by making use of speakers available in the area. In less than a year, the Los Angeles branch has held four meetings and formed a complete executive.

Dr. Blejar has now achieved the objective he had in mind fifteen months ago when he put through his call to Martlet House. Quietly and consistently, he and several other graduates have revitalized their branch.



Pat Newton makes a change on the record of one of McGill's 50,000 graduates.

George and the Newtons

"McGill graduates move on the average six times," says Joyce Newton, BA'58, supervisor of graduate records, who herself has had the same mailing address for twenty years. "We encourage, coax, and cajole graduates into notifying us of their address changes, and we regularly go through all returned mail to update the records."

Together with her assistant, Pat Newton (no relation), Joyce processes 100 record entries a day in addition to handling other office duties. The two Newtons work in an office lined from wall to wall with files on graduates, telephone books, and even student directories dating back to 1926. Lately there has been a new, noisy addition to the office, "George," the computer terminal, which permits an address change to be processed from paper to computer in seconds.

The installation of George marked one of the final stages of the effort to put the Society's records on computer. The changeover required checking all 50,000 addresses in the computer's memory against the files, a meticulous proce which took seven months. With that task finished, Joyce and Pat have time for a short breather before they get the blitz of record e tries which will accompany moving day and convocation of the Class of '72. Pleads Joyce "If only McGill graduates around the world would agree not to move for at least one yea

The Fund Ahead in Dollars and Donors

Alma Mater Fund Director Betty McNab is quick to praise the hard work of the various class agents and the sincere response of the deans of the various Faculties as she relates that this year's drive received $408,463 by pr time. That total is 23 per cent more than retu at a similar point last year and reflects an increase of 60 per cent in contributors.

For those who believe the Fund's collecti is insignificant in comparison to McGill's ap parent $2.5 million deficit, an answer came from Engineering Dean George d'Ombrain a recent meeting of deans and the Society's directors: "Don't underestimate the effectiv ness of the AMF donations. Even $500 can permit a staff member to attend a conference that our reduced Faculty budgets may no longer allow. That gives us a measure of confidence to provide our deserving staff memb with the "extras" which indicate our persona interest in their work. It encourages excellen in our university teaching." □

Tom Thompson is acting alumni director.

Where they are **and what** they're doing

'96

ul Bonnell, MD'96, celebrated his 100th thday on December 9, 1971.

'26

nald D. Gibbs, MSc'26, has retired as pro- ssor of botany at McGill and has taken up rmanent residence in England.

'31

eut. Col. Paul L'Anglais, Law'31, received e Order of Canada's medal of service.

'32

ederick D. Mott, MD'32, professor at the niversity of Toronto's School of Hygiene, has en elected vice-president of the American blic Health Association.

'33

irley M. Nowlan, BA'33, who retired in 1970 om the Montreal Employment Centre of Bell nada, has been awarded honorary member- ip in the Montreal Personnel Association.

'36

. Edwin B. Boldrey, MSc'36, has received the r. J. Elliot Royer Award for contribution to e advancement of neurology. He is professor neurosurgery at the University of California, n Francisco.

'38

uis-Philippe de Grandpré, BCL'38, has been med Companion of the Order of Canada.

'40

rs. Sam Kaplan (Muriel May Heillig), BA'40, the Westmount representative on the Protes- nt School Board of Greater Montreal.

'43

ul H. Niloff, MD'43, MSc'49, GDipMed'51, as been appointed geographic full-time rgeon-in-chief at the Reddy Memorial Hos- tal, Montreal.
lan G. Thompson, MD'43, has been ap- ointed surgeon-in-chief of the Montreal Gen- al Hospital.

'45

illiam Feindel, MD'45, has been appointed rector of the Montreal Neurological Insti- te, as well as chairman of the Department Neurology and Neurosurgery in McGill's aculty of Medicine.

'47

Bernard Panet-Raymond, BEng'47, is chairman of the government administration committee of the Province of Quebec Chamber of Commerce.
Rev. Gordon K. Stewart, BA'47, has returned to the pastorate at Sackville United Church, N.B., after seven years' service with the Board of Evangelism and Social Service of the United Church of Canada at Toronto.

'48

Robert E. Bell, PhD'48, principal of McGill, has been named Companion of the Order of Canada.
Stephen E. Bryan, BEng'48, has been appointed vice-president of C.D. Howe Co. Ltd., which provides consulting engineering services.
Alex W. McLeod, BA'40, BCL'48, was recently appointed a vice-president of Petrofina Canada Ltd.
Jean P. Pétolas, BSc'48, has been appointed assistant vice-principal, administration-physical resources, at Sir George Williams University.

'49

Gordon H. Cockburn, BCom'49, has been appointed manager of stores for CP Rail, Montreal.
Hugh M. Craig, BSc(Agr)'49, has been appointed executive vice-president, coated papers division, of Rolland Paper Co. Ltd., in Scarborough, Ont.
Gerald LeDain, BCL'49, will step down as dean of Osgoode Hall law school on June 30 and take a one-year sabbatical leave to write a book on government and public law.
Dr. Eric W. Robinson, BA'49, MA'60, is currently director of the continuing education division of Grant MacEwan Community College, Edmonton, Alta.

'50

Harry Blank, BSc'47, BCL'50, was recently appointed a Queen's Counsel.
H. Anthony Hampson, BA'50, has been elected the first chairman of the board of directors for the Canada Development Corporation.
Robert Herdman, BEng'50, has been named assistant general manager of Bowaters Carolina Corp., Catawba, S.C.
Robin C.A. Hunter, MD'50, GDipMed'55, has been appointed chairman of the Department of Psychiatry's advisory board at the University of Toronto.
Donald B. Imrie, BEng'50, is director of library administrative services at the University of Toronto.

'51

John D. Flintoft, BEng'51, has been appointed manager, industrial development, of CP Rail, Montreal.
Horace Friedman, BCL'51, was recently appointed a Queen's Counsel.
Albert M. Parker, BEng'51, has been appointed construction manager, Ontario branch, of Dominion Bridge Co. Ltd.

'52

Dr. Myer Horowitz, Dip Ed'52, has been appointed dean of the Faculty of Education at the University of Alberta.
Clifford F. Jardim, BEng'52, has been appointed vice-president, sales, of Phillips Cables Ltd.
E. Leo Kolber, BA'49, BCL'52, has been appointed president of Cemp Investments Ltd., Montreal.
Geoffrey G. McKenzie, BCom'52, has been appointed regional partner for Ontario of Urwick, Currie & Partners Ltd., management consultants.

'53

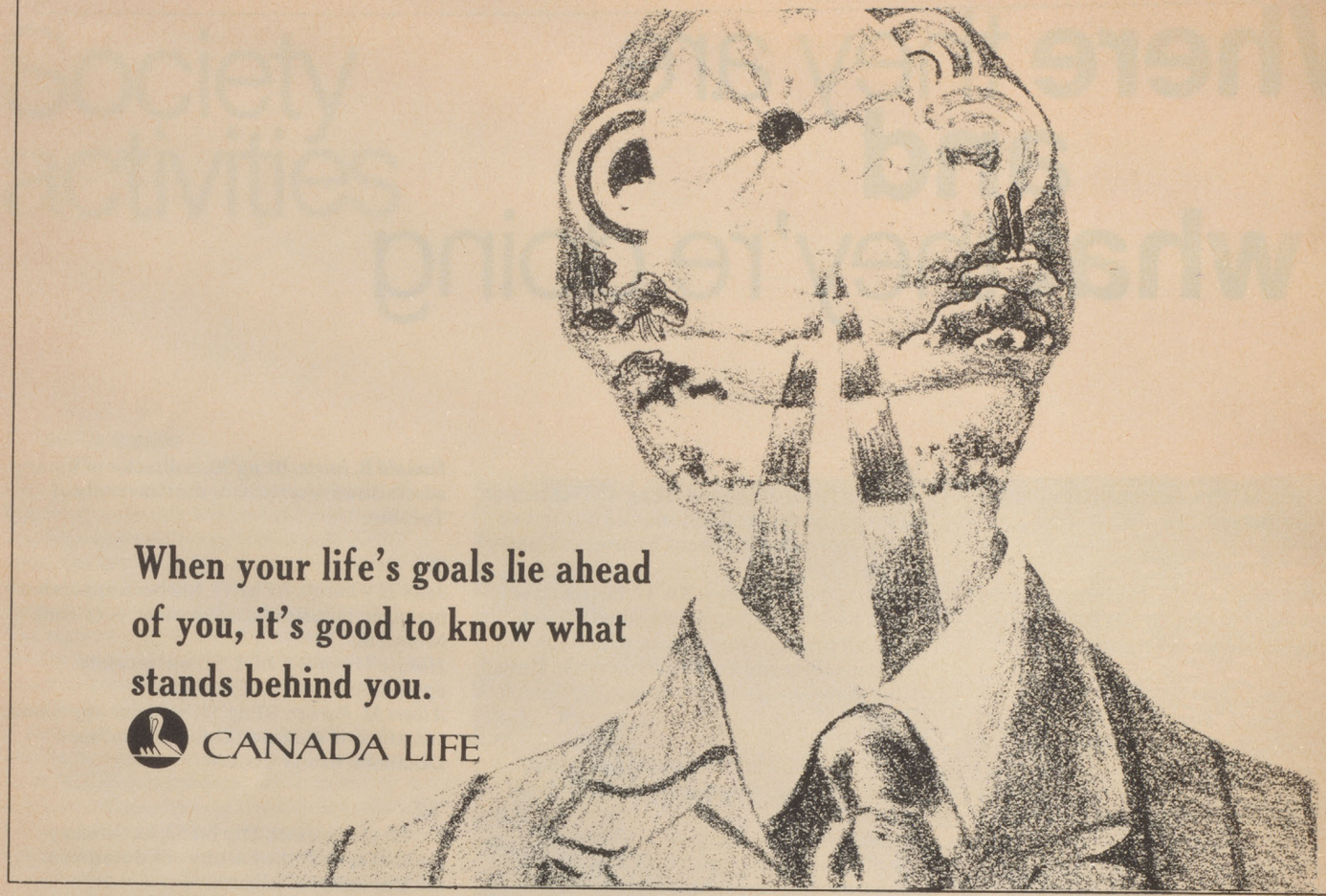
Dr. Gilles Bertrand, MSc'53, has been named professor of neurosurgery at McGill.
John A.L. Bishop, BA'50, BCL'53, was recently appointed a Queen's Counsel.
Irwin S. Brodie, BA'50, BCL'53, was recently appointed a Queen's Counsel.
James H. Smith, BCom'53, has been appointed a vice-president of Domtar Pulp & Paper Products Ltd.

'54

Oscar Respitz, BA'51, BCL'54, was recently appointed a Queen's Counsel.
Jerome C. Smyth, BCL'54, was recently appointed a Queen's Counsel.

'55

Pierre E. de Broux, BEng'55, has been appointed assistant to the chief engineer of Dominion Textile Ltd., Montreal.
Dr. George Halikas, BSc'55, has recently accepted a research fellowship in the Departments of Medicine of Peter Bent Brigham Hospital and Harvard Medical School.
Richard Holden, BA'52, BCL'55, was recently appointed a Queen's Counsel.



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l-Emile L'Ecuyer, BCL'55, was recently ointed a Queen's Counsel.

imir M.B. Bielski, BA'50, BCL'56, was re- ly appointed a Queen's Counsel.
hael E. Butler, BA'56, has been appointed stant deputy minister of planning and uation of the federal Department of En-, Mines and Resources.
Hollander, BEng'56, was elected a vice- ident of GSW Ltd., Fergus, Ont.

n F. Philip, BEng'57, has been appointed eral manager of the Eastern Manufacturing ision of Scott Paper Ltd.

n T. Arnold, BA'58, has received his MBA ree from Simon Fraser University.
neth R. Sinclair, BEng'58, has been ap- nted vice-president of Revcon Develop- nts Ltd.
liam G. Stein, MD'58, is assistant professor ardiology at the Mount Sinai School of dicine, New York City.

an MacRae, BA'59, has been appointed ior consultant in the employee benefits artment of E.A. Whitehead Ltd., Montreal.
ert W. McDonald, BCom'59, received his A degree from York University in June, 1.

Christopher J. Varvis, MSc(ExpMed)'60, become president of the Alberta Medical ociation.

llace A. Barrie, BEng'61, has been ap- nted assistant vice-president of C.A. Pitts gineering Construction Ltd.
s. James R. Walker (M. Jean MacMillan), '61, is now director of Nursing Services at erborough Civic Hospital, Ont.

n C. Lavoie, BEng'62, has been appointed nager, private placement department, of ébec Deposit and Investment Fund.
s. Howard A. Smith (Natasha Bikadoroff), '62, received her MSc degree in zoology n the University of Toronto in June, 1969.

k I. O'Hashi, MD'64, was re-elected presi- nt of the Saskatchewan chapter of the Col- e of Family Physicians of Canada.
vid A. Rattee, BCom'64, has been appointed istant general manager, business develop- nt, of IAC Capital Funds Division.

ng Chern Lu, MSc'65, has been appointed associate professor of the Department of imal Husbandry at the Taiwan Provincial gtung Institute of Agriculture.
nald Roter, BCom'65, has been appointed nptroller of Marcel Drouin Ltd.
an W. Sopp, BCom'65, has been appointed e-president, investments, of Principal oup Ltd.



"Acting is something of an ego trip," says Suzan Morrall. "I completely enjoy being photographed and the whole filming scene."

Focus

"I think that fate buffets you from side to side until you end up in a certain position," reflects Suzan Morrall, MSc'68, as she relates the many diversified activities she engaged in before embarking on her present acting career. Among other things, the young actress obtained a masters degree in oceanography, examined seaweed at McGill's Bellairs Research Institute, served as head of the biology department in a secondary school in Barbados, and worked in the computer department of the university's Space Research Institute.

The twenty-six year old Ottawa native's acting career dates back to her days in Barbados with the Bellairs Institute, when a film unit asked her to be in a commercial. Later, she received coast-to-coast coverage in a *Weekend Magazine* article, which focussed on the young scientist and her unusual project in an exotic locale. To McGill's dismay and many other people's delight, one of the photographs showed Suzan collecting seaweed, clad in a revealing bikini.

Those two brief brushes with the media changed Suzan's life. After finishing her work at McGill, she went to New York and became an interviewer on a television chat show for women.

The next summer she left for London to model, a job which eventually grew into an acting career. Suzan's first big role was in the *Universal Soldier.* Since then she has appeared in *The Virgin and the Gipsy, Not by Bread Alone, The Transplant, Games,* and *The Dance Sequence.*

"Acting is something of an ego trip. I completely enjoy being photographed and the whole filming scene – the make-up, the costumes, the lines," says Suzan, breathlessly describing the ups and downs of her career. "The work does have its glamorous moments – when you get a job and they fly you off somewhere and treat you royally because you're a star.

"But there are disappointing and frustrating times, when you're treated like a dummy, and poked, prodded, painted, powdered, pinched, curled, pushed about, and commanded. There are times when you are out of work and have to go from audition to audition.

"There is also the excitement of gaining big parts and the disillusionment when they fall through. For example, at one point in my career I had been selected to be Faye Dunaway's double in a film called *Man's Fate.* I was so excited I could hardly talk. I just flew out of the building, only to be told three weeks later that they had cancelled the film because of financial problems."

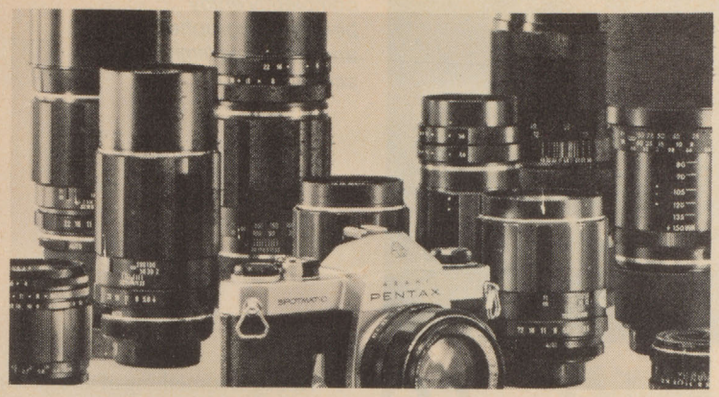
Naturally, many people assume that because Suzan is a blonde-haired starlet, she has an empty head. "I just laugh it off, but I can only take so much. I then just casually mention my degrees and watch their astounded looks," she says humourously.

Suzan has not totally given up oceanography for acting and intends to earn her doctorate. However, she also has some future plans for film, hoping someday to reach the other side of the camera and become a producer. She is presently working on a scheme for forming a film company with some young directors.

Suzan has acted for the National Film Board and holds strong views on efforts to build up a Canadian film industry: "Countless people who have been insignificant in Canada have had to go away to become famous. The country is now starting to expand the film industry and financiers are taking an interest in building it up. However, Canadian film companies usually run off to Hollywood to choose people to be in their films. They don't even think of picking a Canadian.

"I would just love to return to Canada to be in one of their films, because I feel very, very Canadian." *M.C.*

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'66

Erwin W. Gelfand, BSc'62, MD'66, is continuing his research in pediatric immunology at the Max Planck Institute of Microbiology in Freiburg, West Germany, on a grant from the Council of Medical Research of Canada.
James MacDougall, MA'66, PhD'69, is presently an assistant professor and research associate at the National Technical Institute for the Deaf.

'67

Robin Behar, BCom'67, has been appointed director of marketing for Canadawide Parking Services Ltd.
Stephen Alan Berger, BSc'67, received his DMD degree from the University of Pennsylvania School of Dental Medicine in June. He is presently a dental resident at Beth Israel Hospital, New York City.
David L. Hammer, BSc'67, received his MD degree from Boston University in June, 1971. He is presently a medical resident at Montefiore Hospital, Bronx, N.Y.

'68

Jonathan S. Shapiro, BSc'68, has received an MSc degree in counselling psychology from the University of Southern California and is now working towards his PhD degree on a head resident assistantship.

'69

Mrs. Janice Berger (Schneider), BSc'69, is a registered representative with the New York Stock Exchange firm of Ferkauf Roggin, Inc.
Norraine Davis, BSc(HEc)'69, is nutrition officer in the Ministry of Education, Barbados.
William J. Fong, BA'69, received his MA degree in 1970 and is presently working toward his doctorate in English church history at the University of Toronto's Massey College.
Marilyn H. Kalman, BA'69, has for the past been on the staff of the Center for the Study of Applied Philosophy in Tarzana, Calif. Her work involves applied philosophical research and industrial consultation.

'70

Philip J. Levine, BA'70, received his MSc degree in urban and regional planning from the London School of Economics and Political Science, England.

'71

Kenneth E. Aaron, BSc'67, MSc'71, MD'71, is presently a surgical resident at Roosevelt Hospital, New York City.
Dr. Wahba Meleika-Wahba, DipAnes'70, MSc(ExpMed)'71, has joined the Faculty of Medicine at the University of Sherbrooke as an assistant professor of anesthetics and resuscitation.

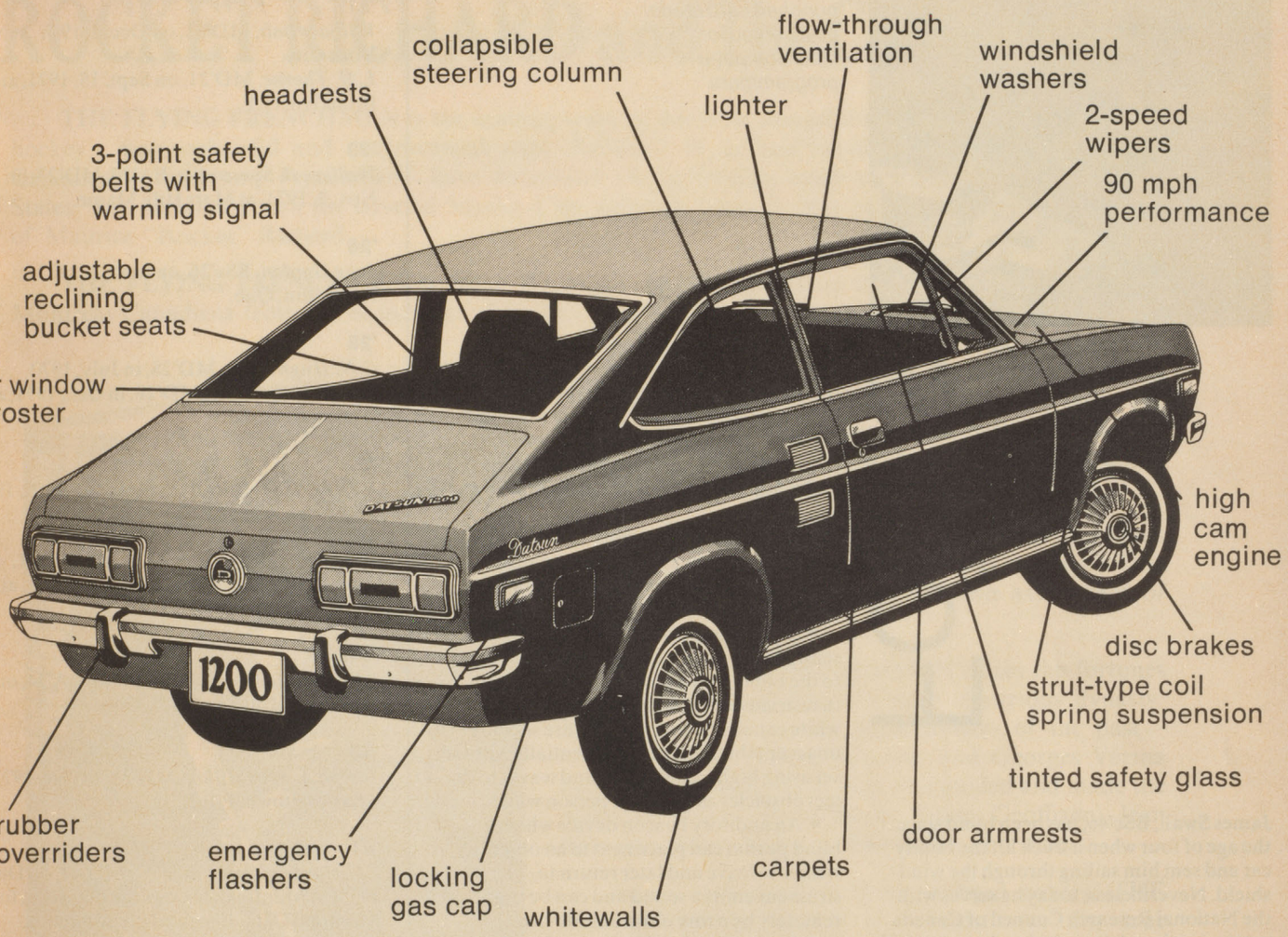
Deaths

'11

G.H. Kearney, MD'11, on Oct. 19, 1971.

'12

D. Bruce Flewelling, BSc (Agr)'12, in April, 1970.
Donald Keith MacLeod, BSc'12, recently, at Santa Barbara, Calif.



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James Swail, himself a blind man, demonstrates the electronic punched card reader he invented for blind computer programmers.

Focus

James Swail, BSc'46, has been blind since the age of four when a truck hit the family car and sent him sailing through the windshield. Nevertheless, today he serves with the National Research Council of Canada (NRC), creating electronical and mechanical devices which facilitate the life of the blind in a sighted world.

Swail's interest in electronics and mechanics stems from the time he first built his own record players and amateur radios as a teenager. However, it was not easy for Swail to develop his scientific talents as in those days blind youth were expected to follow arts courses. "In high school, they wouldn't allow me to take the laboratory work in chemistry, so I went ahead and built my own chemistry lab in my basement," states the native Montrealer. "I had a great deal of trouble convincing authorities at McGill that I should be allowed into the science program, but Dr. W.H. Watson of the Physics Department knew my family and had seen the experiments that I had done on my own. He intervened with the registrar and I was admitted."

Swail had to take his notes in Braille at school and depend on other people reading the books to him. He found all the students extremely helpful – especially the one whom he met at McGill and later married.

After graduation, through the devoted efforts of people at the Montreal Association for the Blind, Swail was hired by NRC. With the council, he has designed about twenty-five instruments which have variants running into the hundreds. "My own needs and requirements fostered these things. Originally they were created at home to facilitate my work as a student and hobbyist," explains Swail. "They were later redesigned and made more sophisticated in the lab at NRC."

Some of the devices were created for a specific person in a specific occupation. Others can be universally applied. Swail's instruments include:

- An ultrasonic obstacle detector, presently being perfected, which is the answer to the blind man's problem of navigating in restricted areas where the traditional long white cane or Seeing Eye dog are socially unacceptable. The unit is essentially a radar set using high frequency sound waves to detect obstacles as the blind person walks.
- An auditory beacon device which a blind person can place next to an object he wishes to leave and later return to. The instrument emits a sound and can be triggered remotely by a tiny ultrasonic device.
- A recording level indicator for tape recorders which allows the blind user to be sure that sound is being recorded, and a tape motion indicator for cassettes, which indicates when the tape has ended.
- A meter for recording electrical quantities, which is used by the many blind people in the electrical industry who are employed as inspectors on assembly lines. The operator turns a knob slowly until an audible tone disappears, then, by feeling the position of the instrument's pointer on a Braille scale, he takes his reading.
- A four-foot-long white cane, which is absolutely rigid when in use but folds into a small pocket-size case.
- A device enabling the blind to read computer cards. A carriage is moved across the cards, and pins are raised when a hole is encountered. The raised pins are equivalent to Braille dots and allow the blind person to take a reading of the computer card.

Swail, who has been with NRC for twenty-five years, plans to continue with his work as long as his inventions are being applied and there are requests for solutions to other everyday problems of the blind. Under those circumstances, there seems no doubt that he will be perfecting his valuable devices with the National Research Council for some time to come. *M.C.*

'16
The Hon. F. Philippe Brais, BCL'16, on Jan. 2, 1972.

'21
William Bolt, MD'21, on Dec. 3, 1971, at New York City.
L.H. Thorne, MD'21, on Sept. 15, 1971, at Brooklyn, N.Y.

'23
Wallace B. Somerville, BA'20, MD'23, on Nov. 2, 1971, at Mars Hill, Maine.

'26
John Gordon, BSc'26, on Jan. 12, 1972, at Knowlton, Que.

'28
C.N. Hugh Long, MD'28, in July, 1970.
Ivan Eric R. Parris, MD'28, in Oct., 1971, at Kingston, Jamaica.

'31
J. Edward Seybold, BCom'31, on Dec. 9, 197

'33
Ernest E. Bowker, MA'33, in April, 1971.
Agnes Coffey, BLS'33, on Dec. 11, 1971, at Montreal.

'34
Air Vice-Marshal J.B. Millward, BA'34, on Dec. 7, 1971, at Sand Hill, Que.

'38
Joseph A. MacMillan, MD'38, in Dec.,1971, Charlottetown, P.E.I.

'41
J.C. Gordon Young, BSc'37, MD'41, on Dec. 1971, at Montreal. He was the physician for Montreal Canadiens and the Alouettes.

'47
Joy Guild, BSc (HEc)'47, on Dec. 29, 1971, a Baie d'Urfe, Que.
Mrs. M.W.M. Smith (Elizabeth Caroline G. Rigby), BSc'47, MSc'49, on Dec. 12, 1971.

'49
James A. Warburton, BEng'49, on Nov. 3, 19 at Ottawa.

'50
Arthur C. Downton, BA'50, on Jan. 7, 1972, Gander, Nfld.
Leonard H. Mooney, BEng'50, on Jan. 8, 19 at Montreal.

'51
Basil J.C. Dibben, BEng'51, on Dec. 9, 1971, at Port Alberni, B.C.

'52
Charles A. Doane, BCom'52, on Jan. 8, 1972 at Montreal.

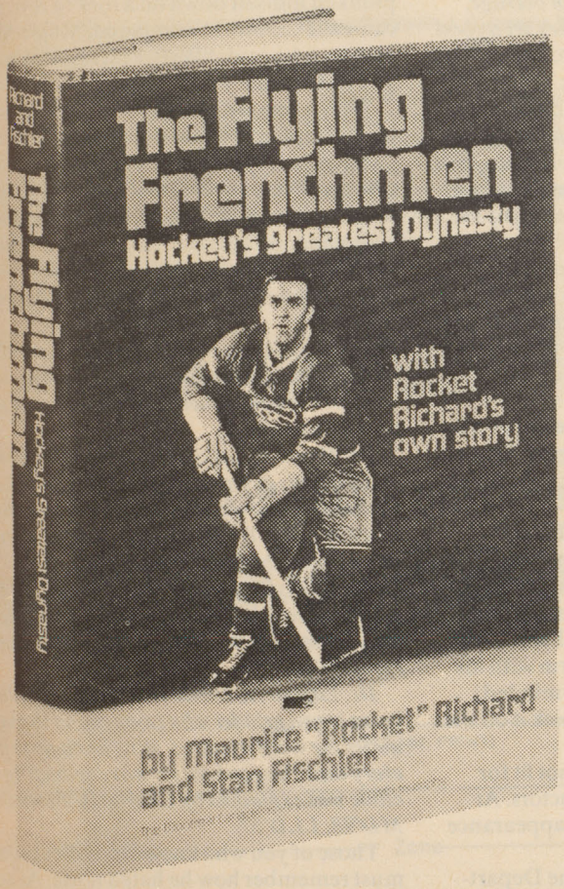
'55
H. Angus Boright, BSc'51, MD'55, MSc'59, Dec. 8, 1971, at Montreal.

'69
Eva Z. Kryn, BA'69, on Nov. 21, 1971, near Sarnia, Ont.

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McG

Voices from the past

by Edgar Andrew Collard

Another glimpse of McGill's colourful characters of old.

There is no end to the supply of stories about the eccentricities of McGill's professors, such as were published last issue. But perhaps "eccentricities" is not quite the right word. Rather, McGill professors have been colourful characters, with pronounced personalities, who did not see any need to adjust themselves to what is customary. The university would have been the poorer without their individuality.

A McGill personality who delighted students and colleagues was Charles Ebenezer Moyse. He came to the university as professor of English literature in 1878, and was dean of Arts and vice-principal from 1903 until his retirement in 1920. Moyse was a large man, with a magnificent bald head, and courteous, mild and studied manners. There was just the suggestion of absent-minded fumbling about his manner to make him colourful. An example of Dean Moyse's humourous absent-mindedness was recorded by Stephen Leacock:

Dean Moyse had a quick and nimble intelligence – sometimes too nimble, because he talked to so many people about so many things that he didn't always remember who had said what.

I remember I came into his inner office one day just for a minute, in the busy hour of the morning, during the Great War, to tell him that a rumour had come up from downtown that the Russians had made a complete collapse.

Two hours later I came into the outer room and the dean called me into his private office, closing the door, as if for secrecy. "A most extraordinary rumour has come from downtown," he said. "They say that it's all over with Russia – one better perhaps keep quiet about it till we hear. A man came in here this morning and told me about it – respectable looking man, too – seemed quite honest."

Dean Moyse, among other idiosyncrasies, occasionally indulged himself in superstition. An instance is given by Lionel A. Sperber, BA'21, BCL'24:

At the Freshman Annual Dinner in the basement of the Ritz, he called me over to sit in his seat during a brief absence from the room. I was puzzled, but on his return he explained, telling me about the quaint old superstition that if a man's chair were left vacant even for a short time during a festive occasion, he would soon die.

Perhaps the eccentricities of McGill's professors never appeared more picturesquely than during World War I. Many of them, though overage, were full of military enthusiasm. They set a good example by joining the McGill COTC and drilling on campus with the undergraduates.

The professorial inclination not to conform at times came into curious conflict with the rigours of military discipline, though often such conflicts were unconscious. Colonel H. Wyatt Johnston, BSc'21, MSc'27, PhD'29, gives some glimpses of professors at their drill:

They were overage and could never see action. But they took their training seriously. They would even take part in the long marches. It was hard going, especially as the professors were ordered to charge up the slope of the mountain.

Dr. A. S. Eve, Rutherford's successor as Macdonald Professor of Physics, took great interest and pride in his military role. They called him "Daddy Eve."

One evening he set out from his house for a COTC drill. He was in full uniform, Sam Browne belt and all. Fortunately, his wife happened to catch a glimpse of him through the window. She was just in time to call him back. He had gone out topping his uniform with his old grey soft-felt hat. In his absent-minded, professorial way, he happened to pick it off the hat stand as he left.

Some of the professors, though not fit for overseas duty, were useful as instructors. At times, however, they made an odd appearance on the drill ground.

Professor Ramsay Traquair of the Department of Architecture gave instruction in bayonet combat. He was a small Scotsman, with a head that seemed too big for the rest of him. In teaching the art of the bayonet, he would clutch his bayonet-tipped rifle in his hands, and leap into the air, his kilt flapping about his scrawny little legs. "What you require," he would say, "is more fee-rocity!"

Other glimpses of McGill professors trying to adjust to military life are given by Colonel Paul P. Hutchison, BA'16, BCL'21, DCL'56:

One day we marched out on an exercise up and over Mount Royal, with a rest-halt at the top. The Faculty of Medicine's Dr. J. George Adami, even then one of the world's most eminent pathologists and later principal of Liverpool University, was in our ranks. He was short, very rotund, and ordinarily probably never walked more than a few city blocks, from his home to the Medical Building.

Atop Mount Royal he was exhausted and plunked himself down on a rock to rest. Alo came the second-in-command, Major Allan Magee, who said: "Well, Professor! What d you think of the war?"

With a very dejected mien, Adami looked up and replied, "Damn the Kaiser!"

Another day we were being lined up on th campus. Dressing the front rank, the sergeat major was horrified at a big protuberance ar commanded, "Private Adami – dress back! Then the sergeant major took a look at the r and barked, "No! Private Adami – dress up

Some McGill professors have been victimized their eccentricities. Students have taken note what would annoy them and have devised thei pranks accordingly.

Dr. Henri A. Lafleur, respected among med ical students as one of their very best teachers, nonetheless fell victim to his excessive abhorrence of noise. While he was instructing stude at a patient's bedside in the old Montreal General Hospital no one was ever permitted t shuffle or cough. Sometimes he would order th nurse to stop the ward clock; even its ticking d turbed him.

Dr. Lafleur, so sensitive to noise, was plagu by an organ grinder who came round to play under the ward windows. Why he came to play every time the good doctor was conducting a clinic was explained by Charles A. Peters, MD'98, LLD'57:

Those of you who knew Dr. Lafleur surely must remember how he hated noise. As soo as the spring would come, every clinic day a one o'clock along St. Dominique Street wou come a hurdy gurdy, which would play thro the whole hour of Lafleur's clinic. He would be in agony over it.

Dr. Lafleur didn't know why that fellow h to come there every day at exactly his clinic hour, and when he was a little more irascible than usual, he would send me down to turn the organ grinder away. Several times I went down and gave the fellow a quarter but befo I got upstairs, back he was.

I never knew, until years later, and I don't think Dr. Lafleur ever knew, that the studen used to pay this fellow to go there every day just for the satisfaction of seeing Dr. Lafleur facial expression. □

Edgar Andrew Collard, editor emeritus of the Montreal Gazette, is acting as editor of a book of reminiscences by graduates. All reminiscen about McGill are welcome.

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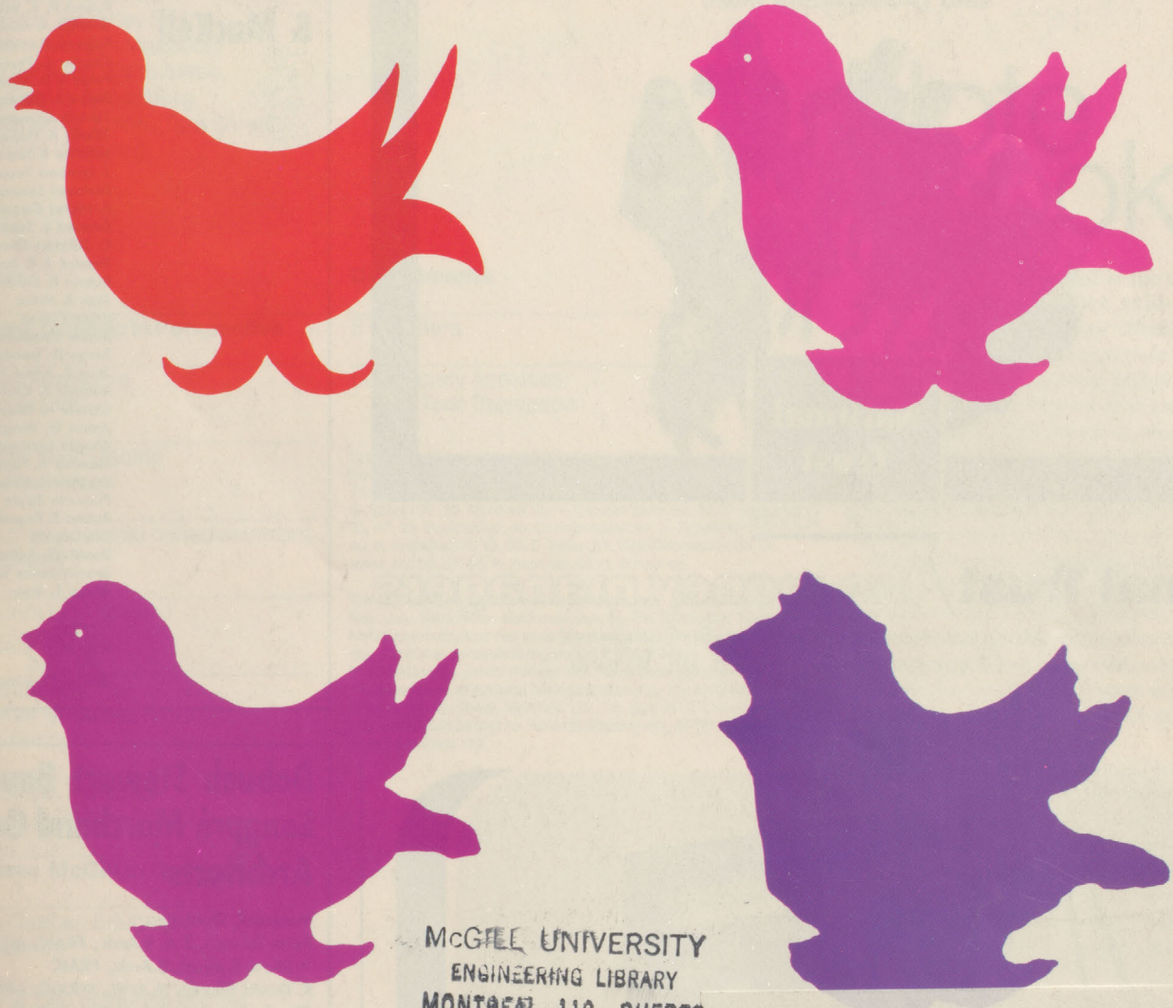
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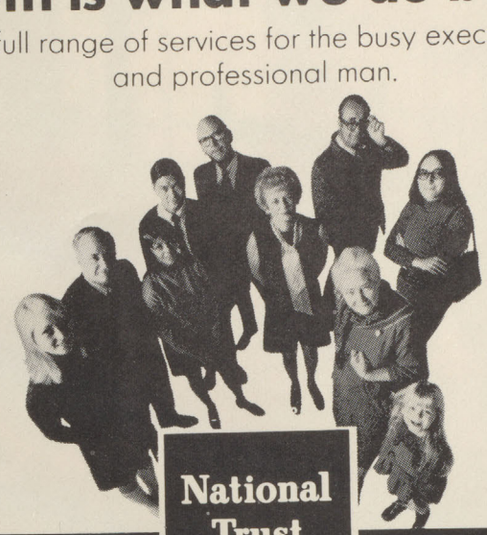


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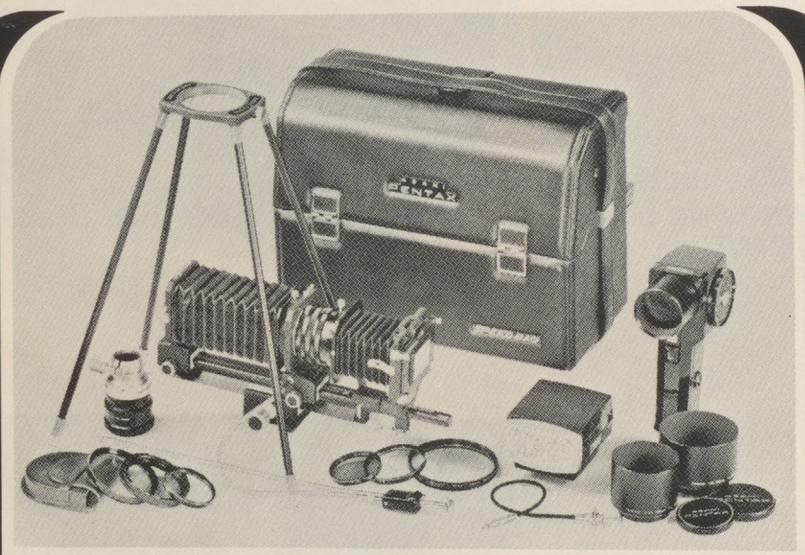
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The *McGill News* is published six times per year, January, March, May, July, September, and November, by The Graduates' Society of McGill University and distributed to graduates of the university. The copyright of all contents is registered. Postage paid in cash at third-class rates, permit number H-6. Return postage guaranteed. Please address all editorial communications to: The *McGill News*, 3618 University Street, Montreal 112, Tel. 392-4813. Change of address should be sent to: Records Department, 3618 University Street, Montreal 112.

Notebook

No question looming before the university is as troublesome, as massive, as ill-defined, and as important as the issue of "McGill in Quebec." When the *News* set out to probe this sensitive topic, it therefore had to radically expand its horizons. The result is a sixty-page edition, double our normal size, which combines the thoughts of our regular contributors with the comments of knowledgeable graduates to produce an extensive examination of McGill's changing role in the Province of Quebec.

We begin with a section devoted to Quebec's social, political, and cultural convulsions of the last twelve years. For Quebecers, it should provide fresh insight into the forces which are shaping their lives. For graduates living outside Quebec, it should debunk many myths and offer a new, more accurate perspective on the province.

The second section looks at McGill's response to the new Quebec. Those who would hope that it offers a comforting official assurance that everything is perfect will be disappointed. The problem of McGill's integration into Quebec has sparked considerable controversy within Roddick Gates. As usual, our coverage reflects that diversity of opinion.

Bidding farewell is always difficult. Saying goodbye to thirty thousand readers whom you have never met but to whom you feel a special allegiance is a monumental task. Nevertheless, the moment for taking leave has come. We have spent three rewarding years editing the *News* and now feel the urge to seek new challenges, after first allowing ourselves a refreshing interlude during which we will travel, write, and carry on a search for Consciousness Four.

Perhaps the best way of handling the somewhat awkward task at hand is by continuing what we have always done in this column: communicate highly personal thoughts on McGill. Graduates might enjoy reading our parting thoughts on Alma Mater.

The vision of McGill most firmly etched in our mind at this time is of a recent staff meeting presided over by Principal Robert Bell. The notice calling the staff together was ambiguous, and so the seven hundred people who streamed into the Leacock Auditorium had some cause to wonder what would transpire. Was the administration going to announce a slackening of university austerity measures? Was this meeting to be the scene of some further financial cutbacks? Or was Dr.



The new editor, Charles Gurd, as captured on film by the old ed

Bell just carrying on the tradition of holding an annual convocation of faculty and merely intending to give an inspiring pep talk that might allow some sunlight to filter through the clouds which seem to perennially hover over McGill and other universities?

The staff seemed edgy — or maybe we were overly sensitive to the potentialities of the session and projected our mood onto the audience. As it turned out, however, the purpose of the meeting was simply for the administration to report on the ramifications of the recent government grant. Dr. Bell explained the $5.7 million grant increase in excruciating detail, both because he is a careful man not prone to generalizations and because the rules of university finance are so complex.

Although the principal is generally ill at ease when the occasion calls for a cheery, spirit-building speech, this time he showed little discomfort for he truly had some optimistic news to offer. Dr. Bell recalled how nineteen months earlier, in one of his first official acts as principal, he had advised a similar staff meeting that the projected university deficit for 1972-73 was $10 million. Now, as a result of improved budgeting procedures and a laudable cost restraint by faculty, he could announce that the deficit for 1972-73 would be under $1 million.

A highlight of the principal's speech was his comment on the unusual cordiality of recent McGill-government relations. Dr. Bell felt that the Ministry of Education appreciates the university's determined efforts to put its financial house in order and is reacting positively to McGill's ever-improving integration into the province. "There are some people who attack me for what they refer to as my policy of 'compliance' with the Quebec government," stated Bell. "If we expect the government to comply with McGill, however, we are going to have to comply with them as well."

The staff assembly stands out in our mind because it aptly summed up the state of the university today and, more importantly, indicated the directions in which McGill is heading. Whirling beneath the surface of the meeting's proceedings were the currents which will shape McGill's future. Let us look at some of those forces, beginning with finances.

Dr. Bell took forty-five minutes to run through nineteen budget items, a telling indicator of the complications of modern university finance. McGill receives 80 per cent of its operating funds from the provincial government and must therefore abide by the many guidelines the Ministry of Education uses to determine each university's authorized level of expenditures. Moreover, with the likely expansion of government involvement in educational financing, the regulations universities will have to follow can be expected to proliferate. The Canadian public is beginning to show its discontent with the way its tax money is liberally dished out to social institutions whose results are never closely checked. Cost-benefit analysis will be more stringently applied to recipients of public funds in the future, and universities will be no exception.

While that prospect is heartening to us as taxpayers, it also has its chilling aspects. Certainly the time is long overdue for universities in a given locale to be forced to coordinate activities and rationalize expenditures. Although linguistic differences complicate such measures in Quebec, there is still no reason why more coordination cannot be instituted.

On the other hand, the dangers implicit in an era of careful performance evaluation by university and government technocrats should not be overlooked. The long-term benefits flowing to society from educational institutions are not readily visible nor easily quantifiable in dollars and cents. It is doubtful whether universities and government have yet developed suitable systems or sufficient skills to properly evaluate educational expenditures.

A second feature of the staff meeting worth considering is the very nature of the proceedings. The staff file in. The principal speaks at length on financial matters barely within the realm of comprehension of many of the listeners. The faculty then exit, hopefully confident that their fate is in good hands.

Clearly, universities in an era of financial austerity and coordination of activities are more dependent upon the skills of their administrators than ever before. Having a knowledgeable faculty is still vitally important, of course, but it is now also essential that a university have a highly competent administration which can provide leadership, raise funds, keep costs at a reasonable level, and communicate the institution's importance to government and a skeptical public.

McGill is fortunately blessed with a principal who has the ability to do many of those tasks, and who has made tough financial decisions without losing the confidence of the university community. However, his supporting cast is less lustrous. Unlike Dr. Bell, several other key administrators do not hold the complete trust of McGill's staff and students. Perhaps that is inevitable in a time of cost consciousness, but it certainly does not bod well for the future. In addition, the adminis tion is somewhat understaffed and consequently individuals are overburdened. Mc has always avoided maintaining an unnec essarily high number of administrators, an when it was recently forced to cut back exp ditures, the administration selflessly prune own ranks first. That policy will take its toll in years to come.

The recent staff meeting also conveyed s useful information about the faculty. Seein seven hundred professors flock in small gr from many different directions towards on lecture hall brought home the vast size of t faculty as well as its heterogeneity. It also d onstrated the futility of making simplified eralizations about the staff. One often hear formed members of the university commu declaring that "the faculty" are tense abou terity, that "professors" are worried about McGill's role in the province, or that the "quality of the university staff" is declinin The staff meeting taught us, however, to be wary of any sweeping judgements about M Gill's diversified faculty.

The final observation from the meeting which we would like to share, concerns the person sitting beside us. He was the only n staff member in the room; he was also the individual taking notes. In the future he w continue to scribble notes at staff meetings other McGill functions because it will be h responsibility to keep graduates informed about the university.

Charles Gurd, Jr., Arts '72, comes to the torship of the *News* with a background of worthy accomplishments. His intellectual terests are remarkably wide-ranging: acad cally he has been involved in psychology a the biological sciences; extracurricularly h devoted himself to various aspects of the a at the university. His knowledge of McGill extensive through his work on the *Daily*, p ipation on a Senate committee, and summe employment at the Royal Victoria Hospita and the Gault Estate. His publishing exper ence is considerable, as a result of his edito ship of the *McGill Daily Supplement* and h co-editorship of *Snowmobiles Forbidden*, a of prose, poetry, and graphics. But above all, he comes to the magazine with a sense dedication and purpose which promises to carry it to new heights. *H.S.*

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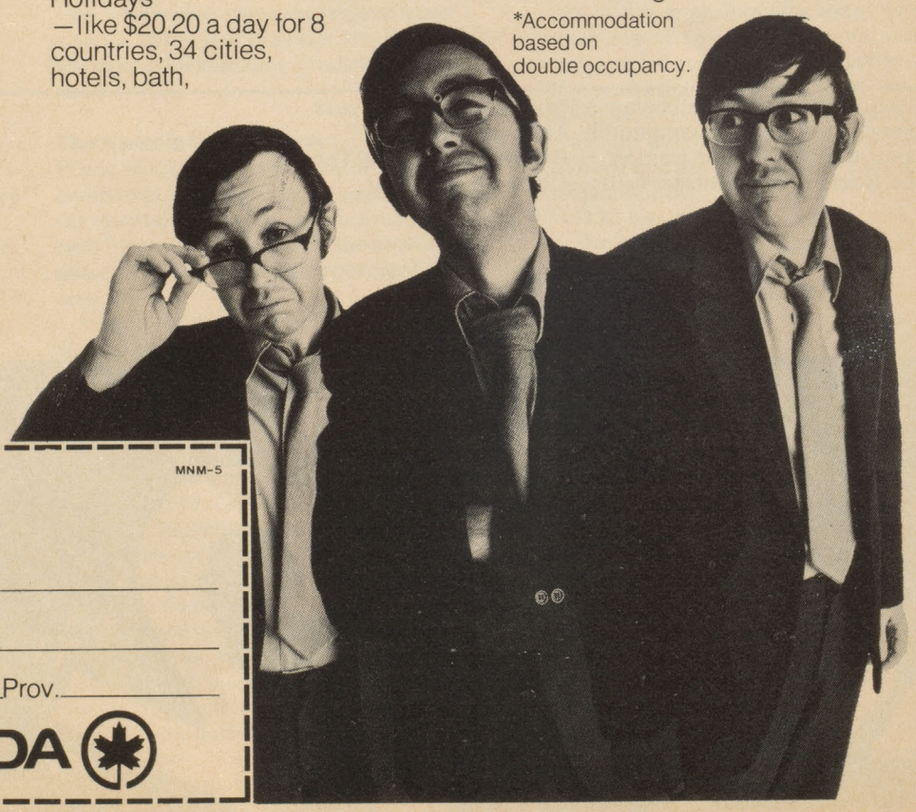
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Letters Letters Letters

itations on Growth Seen

our editorial on page 2 of the *McGill News* January 1972 you report that the four-year get plan "acceded to by Senate, has been roved with some relish by the Board of ernors and is presently in the process of g implemented."

he two or three governors of McGill with m I have spoken have recognized the us limitations on growth and development ch our present budgetary stringencies make essary. I have no means of knowing ther they are representative of the whole rd of Governors.

it possible that the report you printed in r editorial represents some imagined emoal reaction in the mind of the reporter se income and security of tenure might be une from the effects of such budgetary sions?

r. David V. Bates
hairman, Department of Physiology

picy Note on Relish

anonymous article on the four-year get plan on page 2 of your January issue nerally accurate, but contains two pieces nguage that go well outside the realm of comment.

irst, you refer to the plan as "a scheme med up by a small group of administors." If that means the precise details of any icular calculations made under the plan, it might be justified (except for "dreamed "). So far as the concept of the plan itself ncerned, it is the outcome of more than ar's work and consultation with a large tion of the whole university, not all of ch was sympathetic with it, as the article ectly says.

he quotation "the plan . . . has been apved with some relish by the Board of Govrs . . . " is very offensive and inaccurate. In irst place, the board's meetings on the get plan were closed, and no reporter was ent to witness the alleged relish. In fact, the rd approved of the plan only with great reance, and not at the first meeting at which s raised. At that first meeting, after a long ussion, the board asked for more factual erial and more time for consideration and approved the plan only after long discusat a second meeting. The board's hesitas about the plan involved exactly the same demic and tactical worries that have both- the Senate and various committees. I don't think anyone would describe any of these bodies as acceding to the plan with relish.

R.E. Bell, PhD'48
Principal and Vice-Chancellor

Editor's Note: By "dreamed up" we really meant "conceived," though it may be difficult to conceive anything to do with university finance these days without a little dreaming. Relish, we readily acknowledge, is spice of a different order and we welcome Dr. Bell's amplification. Our observations were based on a letter announcing the board's decision by its chairman, Stuart M. Finlayson. The letter indicated that the governors shared Senate's concern about some aspects of the plan but emphasized that "the board found the plan sufficiently flexible to be responsive to the overall objective, recognized as necessary by both Senate and the board, of restoring the balance of the university's finances." Mr. Finlayson went on: "The board is convinced that sound financial procedures will contribute greatly to the ability of the university to retain its academic integrity and contribute worthily to the development of higher education in Quebec and Canada." It seemed to us that Mr. Finlayson's words struck a note more of relish than reluctance.

The *News* is True to Form

While *McGill News* is well known for its incompetent journalism and mundane articles, the story on "Resuscitating the Students' Society" in your March issue is the most disgraceful example of inept reportage I've yet seen.

Firstly, the non-confidence motion against me had nothing to do with a so-called "unpredictable nature."

Secondly, I never sneered at anyone. I merely refused to resign.

I never enraged any university leaders *(sic)* by closing one broken water fountain in order to have it fixed. This action was done on the advice of Building Manager Frank Costi. The water fountain had been broken for three years. I never shut off any lights while workmen were cleaning up.

Your gross misrepresentation of me is unfair and untruthful. However, your magazine is true to form. It is also predictable in that it is put out by people who couldn't write for the *McGill Daily* because of their total inability to record facts!

David Rovins, BA'71
Internal Vice-President, Students' Society

Editor's Note: Sifting through the various charges and countercharges in the Alice in Wonderland world of student politics is never easy — for a writer or a reader. Nevertheless, it is clear from public and private comments on the Rovins affair that the key concern of Students' Council was most definitely his "unpredictable nature." As to whether Mr. Rovins sneered at the attempts to unseat him, we would point to his continual claim during non-confidence proceedings that he would not resign because "the people" were behind him and only "the corrupt student politicians" wanted him out. We do acknowledge, however, that perhaps some of Mr. Rovins' activities unduly enraged student *leaders (the word we used).*

On Megatheria and Dinosaurs

On page 6 of the March '72 issue of the *McGill News* you have boobed again! McGill graduates are supposed to be educated people (although I get more despondent about this as time goes on).

Megatherium, as anybody interested in natural history from about the age of ten should be able to tell you, was a mammal and not a very ancient one at that. It bore no more resemblance to a dinosaur than you do — even size being no criteria, for many dinosaurs were quite tiny by comparison. The dinosaurs were all dead and gone millions of years before the megatherium.

D.K. Kevan
Director, Lyman Entomological Museum

A New Depth in Ethnic Fervour

The intellectual parochialism underlying Daniel Latouche's letter to the *McGill News* (November 1971, page 23) is so contrary to the basic tenets of intellectual life and university research that one cannot let it go unnoticed.

I, for one, particularly object to the insidious *sous-entendus* of his fourth paragraph ("What research projects mentioned in your article are specifically directed at the Quebec community? Pinard's research on the separatist, Tucker's on bilingualism? . . .").

I had often heard the introverted shibboleth, typical of all nationalist upsurges, that research ought to bear on one's people, nation, and land. Now, I suppose, we have reached a new depth in the current ethnic fervour: one's research ought not only to bear on Quebec, but also to be "directed (whatever that means!) at the Quebec community."

The intellectual problems I have addressed

myself to over the years have *always* been spurred in part by the problems of the communities where I happened to live at the time (though this ought not to be necessarily the case in all things intellectual), but the results of my research are "directed" to the largest possible community whether intellectual or from some other milieu. I do hope that they can be of some help to the causes of the people and communities *I* identify with, but the boundaries of the latter are not necessarily ethnic and, above all, are not to be circumscribed for me by any self-appointed authority pretending to speak for the "Quebec people."

Maurice Pinard
Professor, Department of Sociology

A Bargain-Priced Education

On reading your January issue my eye was caught by a column erroneously entitled "Internationalism Under Fire." As usual in the *McGill News*, the Quebec government is depicted as the villain, and McGill is said to be unjustly persecuted for its "effort to maintain a 10 per cent foreign enrolment." Nowhere do you explain on what grounds this effort is considered desirable or why the Quebec taxpayer should be expected indefinitely to underwrite it through the Department of Education.

What are the facts? McGill's "international roots" turn out, on examination, to be largely American roots. By your own admission, three-quarters of the foreign students admitted this year were from the United States. Far from being "nonsensically high," the $2,500 tuition fee which the Department of Education proposes for foreign students is equal to what those Americans would pay at a comparable institution in their own country.

The fact is that over the years McGill has provided thousands of affluent Americans with a bargain-priced education, by the standards of their own country. Many of those welfare recipients are now practising medicine or dentistry in the wealthiest country on earth, a country where professional fees are subject to no regulation whatsoever. Now that the Quebec government has at last blown the whistle, it is a piece of disingenuous hypocrisy for McGill to propose a compromise whereby foreign students will pay $1,250 tuition. Such a proposal would look more convincing if McGill had implemented it voluntarily a dozen years ago.

Garth Stevenson, BA'63, MA'65
Ottawa, Ontario

Other Days, Other Ways

A review of mine in the *McGill Daily* of March 22, 1928, may be of interest as a flashback on what some of us were thinking about Quebec long before the Quiet Revolution began in 1960.

Georges Bouchard's *Other Days Other Ways,* Adjutor Rivard's *Chez Nous,* and other books of the twenties and thirties offered a rather nostalgic reflection on how Quebec's own leaders lulled the population to sleep in the bosom of its church for so many decades.

That tends to be forgotten now in the general blame of the anglophone for his disproportionate influence on Quebec economic life, despite the anglophone's efforts, going back to the 1890s in the legislature, and supported by a few progressive francophones, to secure compulsory education for all Quebecers. The necessary law was only finally enacted about 1943 and it was years after that before it was adequately implemented. On such an unfortunate record rest many of the frustrations and difficulties of today.

Some excerpts from my review:

"Georges Bouchard, man of letters and member of Parliament, has given us these 'silhouettes of the past in French Canada,' which undeniably form a beautiful book. He has woven a literary tapestry of rare charm from the picturesque threads of the French-Canadian habitant's life. He has sketched briefly and delicately the old familiar marks of the typical Quebec landscape. The church and its spire, the old parish priest, the blacksmith, the shoemaker, the miller, the old bake-oven, the school mistress, the mowers with sickles, and a score of other characteristics — many fast disappearing — each receives the same devoted and reverend treatment from Mr. Bouchard's facile pen.

"The atmosphere throughout is deeply religious and Mr. Bouchard continually pays eloquent tribute to what he stresses as the crowning glory of the habitant's life: the Catholic church and its sublime, unquestioned power over its worshipping adherents in hamlet and village. Of the priest he says, 'One of the principal claims of the curés to our gratitude is the anxious care of the education of the people. There is not one educational movement to which they have remained indifferent . . .'

"But throw off the mask! Is the Province of Quebec and the habitant's life, as described in *Other Days Other Ways,* the paradise of glamorous simplicity which we are asked to extol and uphold as a worthy part of Canada? No emphatically the picture has been painted in outline only, and many lines have been drawn which do not appear in the original.

" 'There is not one educational movement which they (the curés) have remained indifferent,' says M. Bouchard. The statement is true but the intended meaning that the curés have ably assisted educational advance assumes a grotesque aspect in the light of their stubborn resistance to accept a law of compulsory education which would have brought Quebec into line with the rest of the civilized world. It was none other than the worthy priest for St. Hilarion who placed his name at the head of a list of about a hundred signatures on a petition to the Quebec Assembly presented by the deputy for Charlevoix-Saguenay against such a law. This represents the interest of the curé in educational matters and might even be worthy of consideration were it not for the fact that half the names on the first page of the above petition were those of men so illiterate that they could not sign in the regular way but had to make their mark.

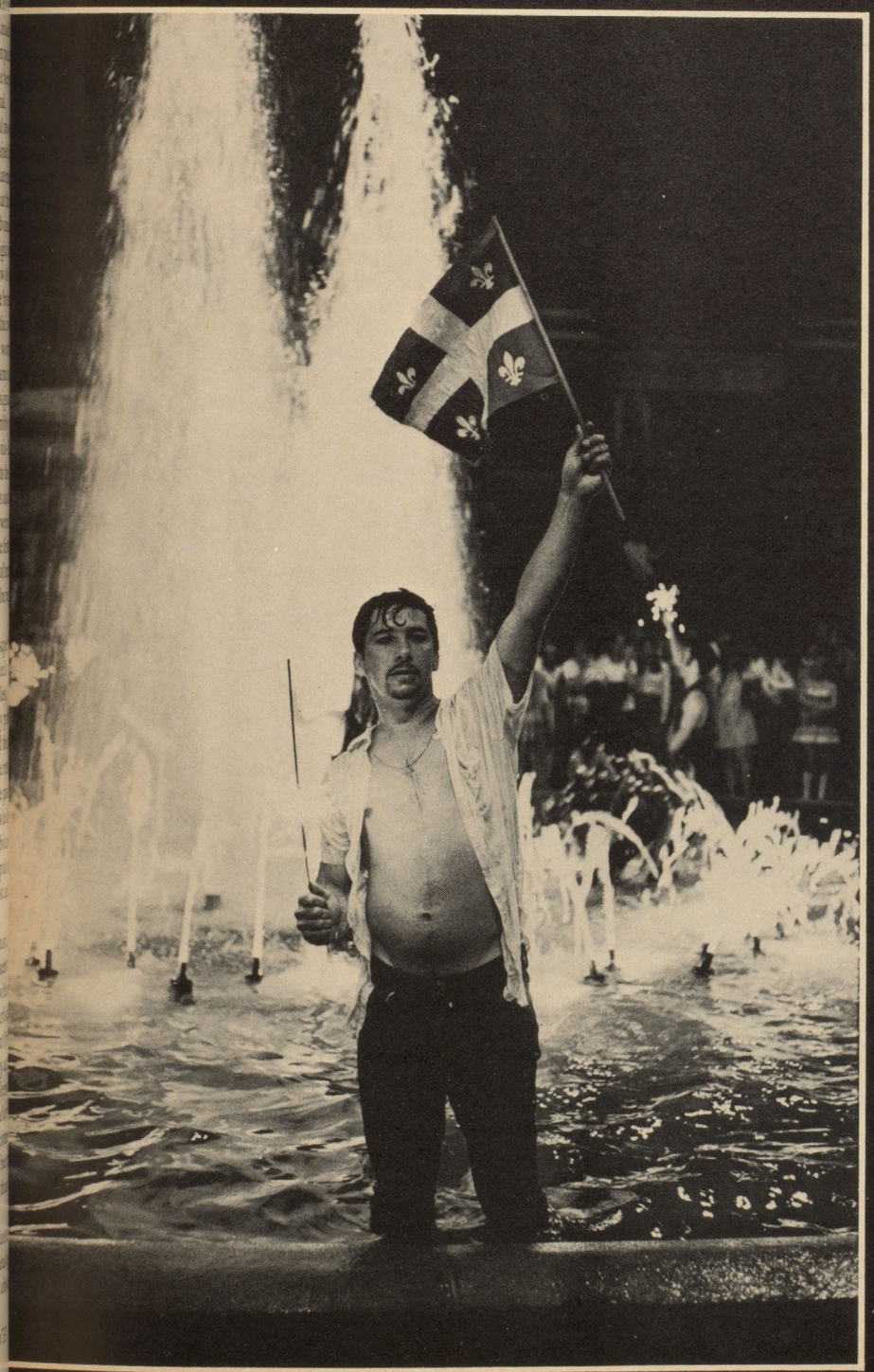
"The habitant may be picturesque but his ignorance is a stone around the neck of Canadian progress. From it flow limitless ills. Disease and sickness is unnecessarily prominent in French-Canadian villages and the abnormal infant mortality rate is largely the result of ignorance . . . Until the curés of the parishes demand that the floodgates of knowledge be opened to all inhabitants, the habitant will be a tool in the hands of any unscrupulous interest who makes a fetish of self-interest and a mockery of national interest.

"That is why, unlike M. Bouchard, we should never sound a note of lament for other days and other ways in Quebec without indicating the rocks beneath the surface, because that only postpones the day when Quebec may be relied on as a whole to capably and impartially consider the complex problems which succeeding governments must submit to her approval. Without unhindered compulsory education the synthetic will of Quebec must inevitably rank lower in authority than that of the other eight provinces.

"*Other Days Other Ways* is beautiful literature but it showers far too much eulogy on elements which stand as dangerous obstacles in the way of Canada's progress."

J.G. Nelles, BCom'28, MCom'33
Como, Quebec □

section one: quebec in perspective



Quebec. It's hard to believe that one word can have such divergent connotations. To some, it simply means the 594,860 square miles which form Canada's largest province. To others, the word is a convenient form of shorthand for French Canadians, who, as the thinking goes, have done their utmost to balkanize Canada. And to still others, Quebec is, in a spiritual sense, their "country," a distinctive political entity through which they can protect their culture — a province unlike the others, a province worthy of flag-waving.

In this section the *News* studies those varying conceptions of Quebec. *The Montreal Star*'s respected Quebec City correspondent, Dominique Clift, opens with an incisive analysis of the dramatic changes Quebec has undergone in the past thirteen years.

Montreal *Gazette* Associate Editor George Radwanski follows with a review of the battle over whether Quebec should separate from Canada. He talks with five McGill graduates — Marcel Chaput, Jerome Choquette, Carl Goldenberg, Robert Lemieux, and David Lewis — who voice their opinions on this all-important question.

Music Dean Helmut Blume, who has grown to love Quebec since his arrival over thirty years ago, presents a joyful celebration of Canada's bicultural nature. Without ever losing his light, almost lyrical approach, the dean asks some probing questions about a province pitted against itself: "What are they trying to do, the 'French' and the 'English' in Canada? Naturalize each other in the image of their lost empires? . . . Come, come now, aren't we a little out of focus, out of date, out of whack?"

The next two articles tackle the sensitive and highly emotional issue of language. National Assembly Member George Springate reminds us of the apprehensions many English Quebecers privately hold over recent efforts to make French the working language of the province. Charles Perrault, president of the Conseil du Patronat du Québec, counters with an explanation of why French must be the working language and explains how such a policy might be sensibly implemented.

The section ends with photographer Gabor Szilasi's remarkable chronicle of rural Quebec today. The forces which have stirred the province's urban areas are now being felt outside them, and Szilasi manages to capture the blend of the old, tranquil way of life with the more modern, commercialized pace. □

The post-Duplessis era

by Dominique Clift

After the death of Premier Maurice Duplessis the once passive Quebec population began to tug at its moorings and question prevailing values.

It used to be that Quebec was considered Canada's most conservative province. Its government and the bulk of the population appeared to be digging in their heels against any change which might endanger their tradition-oriented society. The prevailing view across Canada during the 1950s, while Premier Maurice Duplessis held power in Quebec, was that the province's entrenched conservatism contributed to the slowing down of progress in the rest of the country.

It was easy to point out various shortcomings in Quebec which confirmed that view. Public administrators were backward and penny-pinching; they had an almost pathological fear of going into debt through spending money on economic and social progress. The labour force was poorly educated and relatively unproductive. Also, institutions of higher learning did not produce graduates who could take commanding positions in industry and commerce.

Responsibility for that situation was believed to belong to the French-speaking population and its leaders. Quebec politicians, through their cautious and overprotective attitudes, reinforced that view, and it came to be shared by both French- and English-speaking Canadians. Progressive people everywhere urged Quebec to wake up and stop living in a nineteenth-century dream world.

When Premier Jean Lesage took power in 1960 he launched an energetic reform movement which came to be known as the Quiet Revolution. Public spending increased at a dizzy rate and crash programs were instituted to bring education, communications, and health services up to date. Heightened government activity was accompanied by an unprecedented intellectual ferment.

The province's new restless atmosphere turned out to be more threatening to the rest of the country than the formerly conservative mood had been. A population once thought passive and submissive began to tug at its moorings and to question the values which had prevailed until then. In a society which had been described as priest-ridden, religious observance dropped dramatically while social institutions severed most of their links with the church. The trade unions started to expand, achieving the first major breakthrough among white-collar workers in Canada, and becoming the most aggressive and militant movement in the country. Political parties readily adopted ideas which five years earlier had been denounced as communist. And as a by-product of the growth of nationalist sentiments in the province, movements emerged committed t achieving the political independence of Qu

At least as important as those changes wa the accompanying transformation of the pr ince's self-image. French Canadians began challenge the assumption that they themsel were largely to blame for Quebec's back- wardness. A new vision of the past arose whereby previous shortcomings were attributed mostly to outside causes. This new pe ception of reality was the source of the natio alist agitation which came to the fore in the late 1960s over a variety of issues such as lin guistic rights and ethnic balance in the city o Montreal, immigration, federal-provincial relations, and even industrial development unemployment.

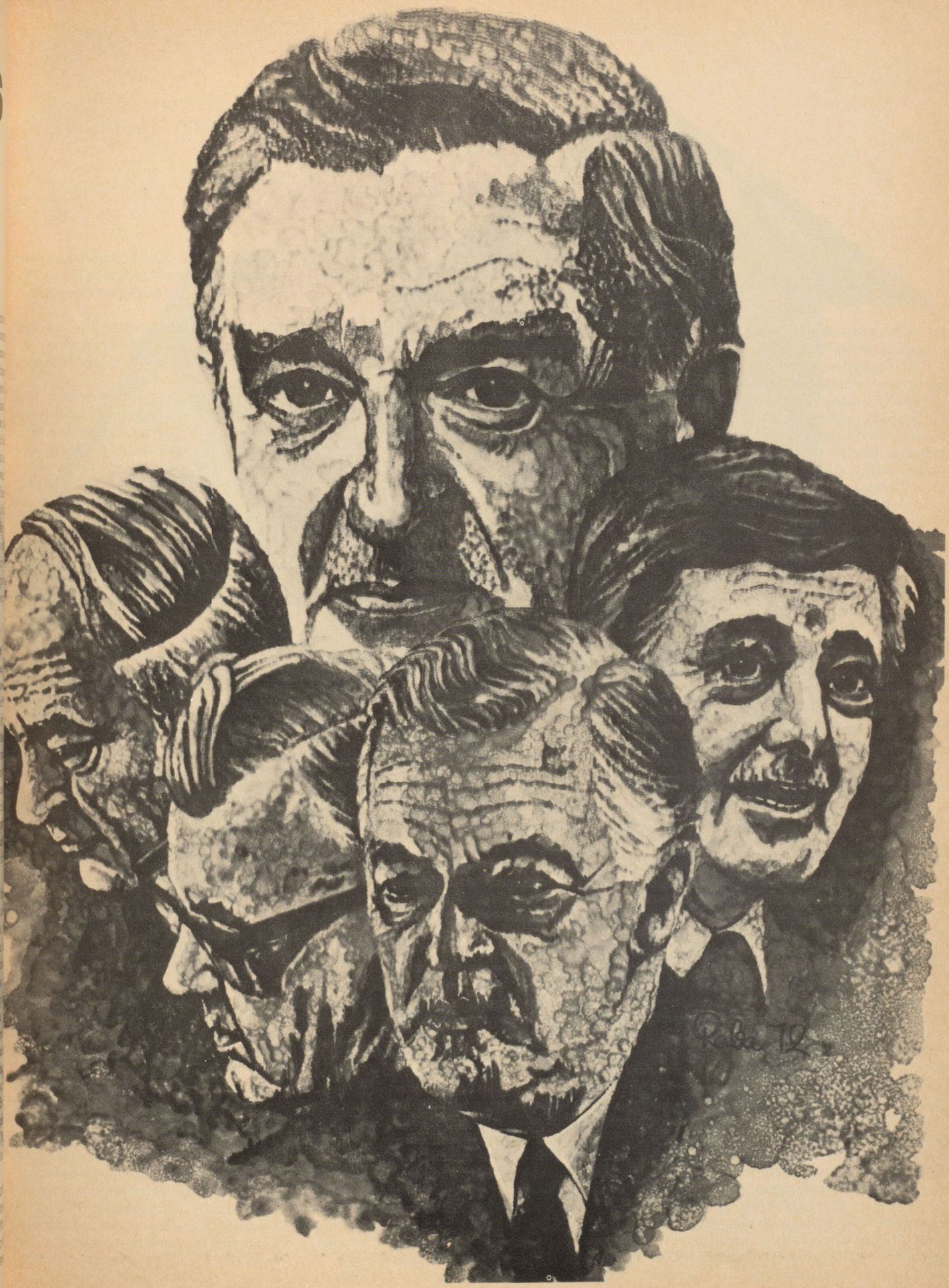
Rising Tension over Language

The most painful aspect of Quebec's devel- opment in the last twelve years has been the rising tension between the province's two la guage communities, particularly in the Mo real area. Nationalist and separatist elemen have pointed to the greater economic powe of the English-language community, to the prevailing position its language has so far h in commerce, and to its alleged refusal to ad just to the new aspirations of the province's French-language majority. Mutual suspicio and resentment have given a new bitterness Quebec politics.

The French-Canadian view of the Englis language community is naturally coloured by the experiences of the fifties. At that time the Duplessis regime had the active backing of practically every institution in which English prevailed. Business, universi and newspapers all unequivocally supporte the Union Nationale government.

The people who staffed and directed thos institutions, however, privately had nothing but contempt for the Duplessis machine, its public servants, and its political supporters. The vast majority of Montreal's English- language population, in fact, voted regularl for the opposition Liberal party. The tre- mendous gap between public behaviour and

Opposite Page: After the death of Maurice Duplessis, Quebec's powerful premier, Jea Lesage (second from right) and his équipe tonnerre *of René Lévesque, Eric Kierans, a Paul Gérin-Lajoie launched an energetic re form movement in the province.*



Opposite Page: Quebec voters are offered
ternative courses of action by Pierre Trud
René Lévesque, and Robert Bourassa.

private attitudes aroused grave doubts among nationalist groups in the province.

Ethnic tensions in Quebec have also been aggravated because French-Canadian society has assumed many of the attitudes originally displayed by the English-speaking majority in Canada. That is particularly true in relation to language. English-speaking Canadians have traditionally had little inclination to acquire a second language. There was never any pressing need to. Bilingualism was required only from those whose original tongue was other than English. Politically that led to the assumption – held more or less consciously – that a linguistically homogeneous society was ideal.

The rise of nationalism in Quebec during the 1960s therefore brought forth the desire for a linguistically homogeneous society within provincial borders. (Such a goal is, of course, a carbon copy of the policy that prevails in other parts of the country.) Persistent efforts have been made to give Quebec a French flavour. Campaigns have been waged in the west end of Montreal to obtain service in French at department stores and other public places of business. Trade unions have been fighting to get contract negotiations and grievance hearings conducted in French. And there has been steady pressure from the government and public to make French the working language in factories and offices where the bulk of the people are French-speaking.

Tension reached its high point when the government began reforming education. French nationalists were outraged when parents were given a legal guarantee of their freedom to choose the language of instruction for their children. English-speaking people felt threatened when the authorities moved to merge the two school systems on the island of Montreal, thus ending the traditional financial, administrative, and pedagogical independence of the Protestant system. English-speaking Quebecers have felt all the more insecure because public institutions, such as hospitals and universities, have been forced to rely increasingly on public grants and have thus been brought under almost complete control of the provincial authorities.

The current state of affairs is a sharp contrast from the 1950s when English-speaking people could be in Quebec but not of it. The anglophones of the seventies must play an active role in the Quebec community or run the risk of becoming victims rather than beneficiaries of the sweeping changes taking place. The need for adjustment to the new situation has been met in various ways and with varying degrees of success. However, the conflicts which have arisen over language are still not resolved, although the situation is much calmer than during the terrorist episodes of 1970. Demonstrations and riots have subsided, and the accent seems to be on the need for accommodation rather than unilateral solutions.

It should not be inferred, however, that the frictions in Quebec spring entirely from negative sentiments among the French and English segments of the population. On the contrary, the tensions seem to have been a product of the accelerated change Quebec has experienced. Even in the touchy area of language, the problem has emerged as much from innovations in communications as from political activity. When news events and public statements were publicized through the medium of print, there was little awareness in Quebec of the extent to which the English language was predominant in business and the federal government. But the advent of television suddenly made people aware of the pervasive presence of English. There was a cultural shock when it was discovered through television that Prime Minister Diefenbaker, as well as a majority of cabinet ministers, civil servants, and businessmen, hardly knew a word of one of Canada's two official languages.

Simultaneous translation, together with the dubbing of motion pictures and television programs, later downgraded the importance of language. The use of computers and of administrative systems geared to computers had a similar effect, and the drive to have one language prevail over the other was correspondingly reduced. However, those innovations also reduced the incidence of bilingualism. While twenty years ago the majority of educated French-speaking people could communicate in English, that is no longer true today.

The Imperceptible Cultural Shift

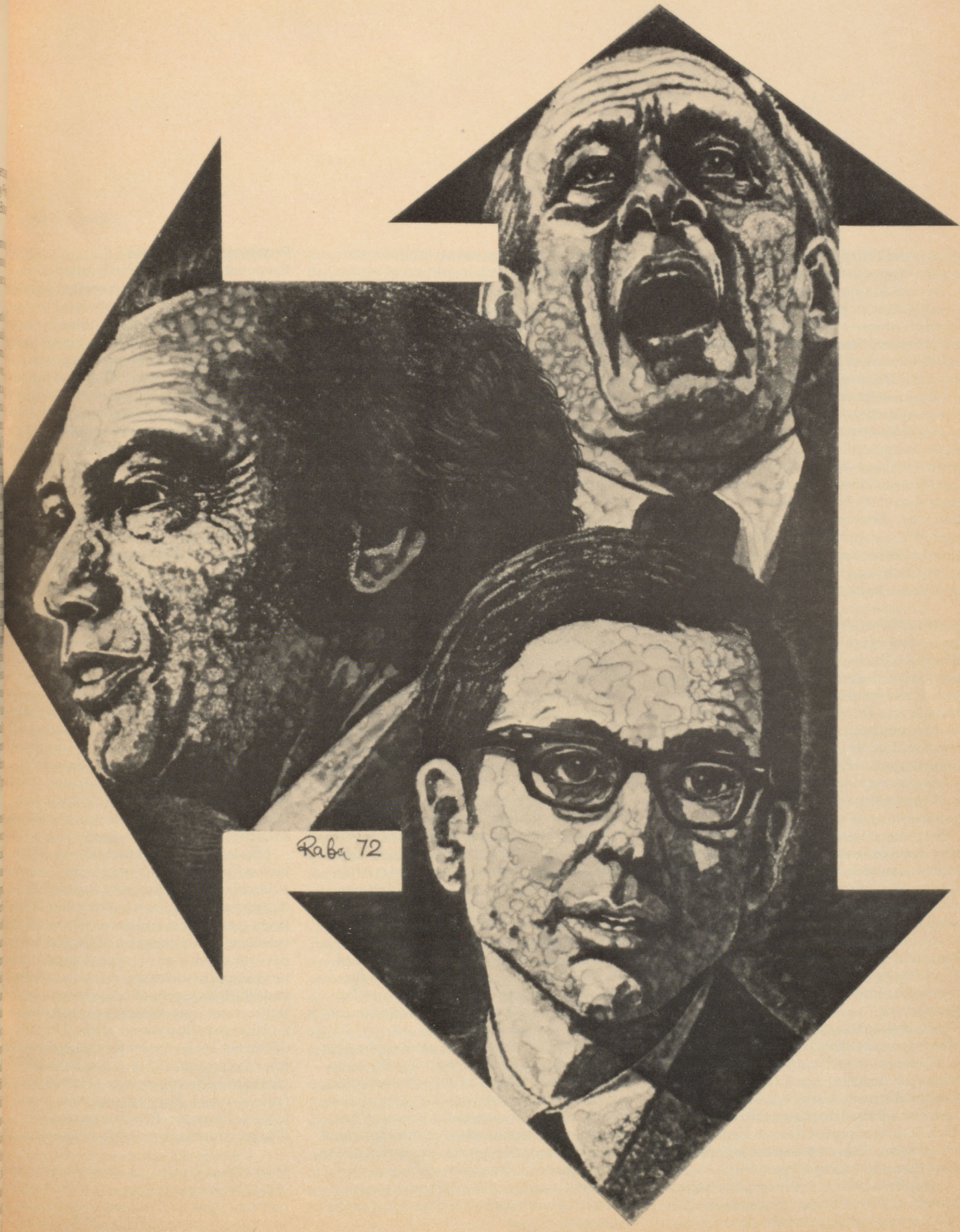
With the new self-image which Quebec developed in the sixties came the realization that the provincial government was the only one in Canada that was entirely French and could be used to promote the cultural interests of French-speaking people. The Lesage government had started out in 1960 by implementing social, economic, and administrative reforms, concentrating heavily on education, roads, health, and hydro-electric power. It was the most active government the province had s in a long time and was forced not only to borrow heavily, but also to raise taxes to un precedented levels.

At the end of the government's six-year however, its preoccupations had shifted al imperceptibly from the economic to the cu tural field. The exercise of provincial powe and initiative, together with an acute short of funds, had generated interminable wran gling with the federal government over tax tion and constitutional powers. The disput which Premier Lesage promoted in a spec tacular fashion, were at first eminently pra tical in nature. But by 1966 they were large tinged with nationalist sentiment and revo mostly around the desire of French-speaki Quebecers to control as much of their eco nomic and social affairs as possible.

Provincial government policy in that ve was initially directed towards stressing cul differences rather than minimizing them. A cordingly, there was strenuous opposition federal spending programs such as hospita surance and unemployment assistance whi were financed on a shared-cost basis. The c cism was that federally-inspired standards came into conflict with the mentality and th administrative practices which prevailed in Quebec. Federal intrusion was therefore deemed unacceptable in areas of provincial responsibility.

Quebec's strategy in its relations with the central government was to achieve an airtig separation of federal and provincial juris dictions. That was the object of countless m ings during which Jean Lesage opposed firs John Diefenbaker and then Lester B. Pears Those confrontations, together with the pol papers which explained them, encouraged t growth of the Quebec separatist movement. the midst of endless constitutional quarrels, growing number of Quebecers came to view independence as a reasonable solution.

When Premier Daniel Johnson came to power in 1966 he escalated the constitutiona debate with his demand for "Equality or In dependence." Equality meant sufficient taxa tion powers to make federal spending super fluous in areas of cultural importance such a education, health, manpower policies, and in come security. After Johnson died in 1968, hi successor, Jean-Jacques Bertrand, threatene to cut short the constitutional debate – whic hadn't been getting anywhere – with a refer endum on political independence. He was de


Raba 72

feated in the 1970 provincial election before he had a chance to carry out his threat.

The peak of national and separatist agitation probably came in 1970. During the April provincial elections, in which the Liberals were returned to power under Robert Bourassa, the Parti Québecois of René Lévesque garnered a surprising 24 per cent of the vote, drawing support from a majority of middle-class intellectuals as well as the protest-minded wage-earners in Montreal's east end. Five months later urban guerrillas of the Front de Libération du Québec kidnapped and murdered Labour Minister Pierre Laporte, triggering the imposition of the War Measures Act by federal authorities. After the terrorist incidents of October 1970, agitation in the province seemed to diminish. While nationalist sentiment remained as strong as before, it was no longer expressed as militantly.

Trudeau Meets the Threat Head-On

The leading figure in the political struggle to destroy the Quebec separatist movement has been federal Prime Minister Pierre Elliot Trudeau. While political figures active at the provincial level were careful not to antagonize nationalist sentiment, Trudeau chose to meet the threat head-on. He was elected in 1968 with strong support in Quebec and English Canada. Voters expected that he would settle the Quebec problem once and for all and restore the battered unity of the country.

The prime minister's uncompromising attitudes have led to a polarization of opinion in Quebec around the issues of federalism and separatism; most observers, therefore, see Quebec politics today as a fight to the finish between Pierre Trudeau and René Lévesque. However, the confrontation has so far remained inconclusive and will likely remain so because many of Lévesque's supporters at the provincial level will vote for Trudeau, the anti-nationalist, at the federal level.

This apparent contradiction has contributed to the impression that Quebec politics defy rational analysis. However, to many Quebecers Trudeau, in fact, represents a traditional form of nationalism which aspires for a more effective French-Canadian presence in institutions which have been predominantly English. This type of nationalism emphasizes cooperation rather than isolation and separation.

Under Prime Minister Trudeau the French presence in Ottawa has become a reality. Cabinet ministers from Quebec have been given more important departments to administer than in the past, and their political influence within the governing Liberal party has grown. Federal spending is more closely attuned to the needs of Quebec than it used to be. Vigorous efforts have also been made to promote bilingualism in the public service. Those changes have satisfied, in some measure, the nationalist aspirations of Quebec voters.

Prime Minister Trudeau's economic policies have also become identified with a new problem concerning Quebec. The federal government's anti-inflationary policies, implemented partly to compensate for glaring regional disparities, have inhibited the growth of Quebec and the Maritime Provinces and have indirectly caused a rapid rise in unemployment. Furthermore, Trudeau's application of fiscal and economic policies uniformly across the country has strengthened the trend towards the concentration of Canada's financial and industrial decision-making processes in Toronto and southern Ontario.

At the same time, federal authorities have pressed for national standards in health and income security. Various social services would not have improved at the rate they have were it not for Ottawa's financial support. However, this has meant that the burden of maintaining the standard of living in Quebec and the Maritime Provinces has fallen on taxpayers of Ontario and, to some extent, on those of British Columbia and Alberta. It is becoming increasingly difficult to gain acceptance for that situation, particularly when the supposed beneficiary happens to be Quebec – the province which has persistently tended to undermine national unity.

The government's alleged partiality towards Quebec has sapped the federal Liberal Party's strength in many provinces, particularly Ontario. A result of this disenchantment is the very real possibility that Prime Minister Trudeau will lose the next general election or certainly see his majority dwindle.

It is difficult at this time to estimate the political consequences for Quebec of a Liberal defeat in the next federal election. Nevertheless, it is clear that a defeat would be a severe blow to nationalist sentiment in the province. Trudeau has provided the political muscle behind the federalist option and has channeled nationalist sentiment in directions which posed no threat to Canadian unity. The unanswerable question is how voters would react to his fall from power.

Problems Yet to Come

Economic thinking in North America traditionally has favoured the pursuit of growth as a solution for social and economic problems. In Canada, as well as in the United States, measures have been applied vigorously to stimulate industrial expansion through alternating periods of inflation and deflation. But many people are inclined to question the results because of the widening gaps that persist both between social groups and between regions.

In Quebec, Premier Robert Bourassa's government is beginning to have deep misgivings over current federal economic policy. Those feelings have been voiced by Social Affairs Minister Claude Castonguay and Finance Minister Raymond Garneau, who are no longer as sure that greater industrial production can do away with unemployment and income disparities. The tone of the speeches they have been making in recent months indicates that Quebec may take the lead once more in questioning the functions and policies of the federal government.

For the time being, however, Premier Bourassa is seeking cooperation and compromise with federal authorities on administrative problems. He can appreciate the extent to which federal funds help support economic activity and personal incomes in the province. But once this support begins to cause resistance in the rest of Canada and the funds to help Quebec's expansion slow down, he may adopt a much more aggressive attitude.

The strains which a renewed anti-federalist attitude in Quebec would bring to the Canadian political system could prove to be far more dangerous than those which resulted from the language problem and its constitutional repercussions. The nationalism of Quebec has so far been the expression of psychological and cultural attitudes which are not easily measured and which have primarily a symbolic quality. But economic problems are easier to define and to express in concrete terms. The voters of Quebec are no longer passive as they were fifteen years ago, and they now have the Parti Québecois offering them an alternative to the federal system. They just might put their trust in René Lévesque. For Canada, and for Quebec, troubled times may not be over. □

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The confederation debate

eorge Radwanski

t follows could easily be a very dishonest
e.
vould be indefensible to look at the whole
rum of public figures involved in one way
other with the question of Quebec's future
nfederation, select five of them simply on
asis that they all graduated from McGill,
retend that the lives and views of such
bitrary quintet are a basis for any major
hts into the situation.
ave selected five participants in the con-
ation debate on precisely that basis, but
ot pretending their profiles are terribly
ningful.
e matter is far too complex to be sum-
zed in a series of biographical vignettes.
confederation debate isn't just a question
paratism versus federalism; within each
ose major schools of thought there are as
y philosophical subdivisions and diver-
ies in approach as there are principal
ers.
at, really, is the point of this article.
cause this is a McGill publication, the ed-
onal background of the five persons pro-
provides a handy common denominator
hich to show the richness of texture of the
ederation debate. Marcel Chaput, Jerome
quette, H. Carl Goldenberg, Robert
ieux, and David Lewis all studied at the uni-
ty. Three of them are federalists, two are
ratists. Each is important, in one way or
her, in the continuing struggle between
ratism and federalism. And each is impor-
in a different way, representing a partic-
role or a particular nuance of thought.
e fact that they all emerged – though at
rent points in time – from the same intel-
al milieu to take up such disparate stances
something about the depth of the cleav-
in Quebec society.
nd the views summarized in their respec-
profiles tell just a little, perhaps, about the
es on which they stand divided.

all for Dignity

time when separatism is no longer re-
led as a dirty word by a substantial segment
uebec society, Marcel Chaput has become
ost a tragic figure. The fifty-three-year-old
hemist is the father of the current *indépen-
iste* movement, but much has changed
e his heyday and he has been shunted into
evance by a movement which has no time
ancestor worship.
was Chaput, then employed by the De-
fence Research Board, who in 1961 gave the fledgeling Quebec separatist movement a measure of intellectual respectability and political recognition with the publication of his book, *Pourquoi je suis un séparatiste.*

There was one main reason, he felt, for Quebec's independence – dignity. The Quebec situation, he explained, was one of "economic bondage, inferiority complex, a bastard language, political patronage, abuse of authority, corruption, petty demands for bilingual cheques, continual protests invariably ignored, and on top of it all, a group of well-off people who consider the situation entirely normal."

In terms of a Quebec which was only beginning to emerge from the dark days of the Duplessis era, Chaput's premises were well-nigh incontestable. But his conclusion, the need for Separatism – it was still written with a capital *s* in those days – touched off the debate which still continues a decade later.

Chaput's political activities promptly put an end to his seventeen-year career with the federal government, and he devoted himself full-time to the separatist cause throughout the 1960s. He held the presidency of the Rassemblement pour l'Indépendence Nationale (RIN) until 1962, when he resigned to run as an independent candidate in the provincial election which consolidated the power of Jean Lesage's Liberal government.

After being overwhelmingly defeated in that election, he formed his own group, the Republican Party of Quebec. That didn't work out as well as he had hoped, and he resigned from the leadership in 1964, rejoining the RIN a year later. The Republican Party, an unstable venture from the outset, immediately dissolved.

Chaput's methods during those years bordered on the bizarre. He tried to raise funds for the Republican Party through a series of prolonged fasts, then suggested another scheme whereby the party would sell a million dollars worth of bonds a year to Quebecers – refundable with interest when the province became independent.

And when the first wave of FLQ terrorists struck in 1963, Chaput insisted it was all the work of English Canadians intent on discrediting his movement.

In the second half of the 1960s, Chaput gradually sank into obscurity as first the RIN split in half upon the emergence of a more right-wing body, the Ralliement National, and then both groups merged in 1968 with René Lévesque's Parti Québecois. Now Chaput has surfaced again, this time as part of a seemingly marginal attempt – without the support of the Parti Québecois – to form a separatist party which would contest elections at the federal level.

If Chaput, who obtained his BSc and PhD in biochemistry from McGill, is now virtually ignored by the mainstream separatist movement, it is because that movement is as concerned with left-wing values as with separation, while Chaput's politics are those of the right.

And that's why the father of modern Quebec separatism is now an anachronism in his own movement.

A Stern Test to Liberalism

When the War Measures Act was invoked on October 16, 1970, Jerome Choquette briefly became the most powerful man in Canada. Just five months after being named justice minister in the Liberal government of Robert Bourassa, the forty-two-year-old lawyer suddenly found himself in direct personal command of ten thousand policemen and five thousand soldiers scouring the province for the terrorist kidnappers of James Cross and Pierre Laporte. With civil liberties suspended, his word was enough to secure the arrest or release of any one of Quebec's six million inhabitants.

Choquette's extraordinary powers evaporated with the expiry of the federal government's emergency legislation. But, as the province's justice minister, he remains a principal symbol of authority in a turbulent society where authority is regarded in some quarters as a dirty word.

It's not an easy position to occupy, and the experience has put to a stern test the liberal principles he inherited from an old-line Quebec Liberal family whose political history can be traced right back to great-uncle P.A. Choquette, a confidant of Sir Wilfrid Laurier.

When Jerome Choquette took office he was concerned with such issues as free legal aid, easier bail, penal reform, and provincial human rights legislation. "Too often in the past, the word 'justice' meant exactly its opposite to the masses," he remarked. "What we must do is give justice a face that men can learn to trust."

But after a short period as justice minister he began discovering the need to also give justice a face that organized crime and revolutionary movements would learn to fear. So, while still deeply interested in his earlier con-

cerns, he has also flirted with such right-wing ideas as compulsory I.D. cards and tough anti-demonstration laws of the type enacted in France.

"I read a piece about liberals and conservatives which suggested that a better distinction would be between the tough-minded and the tender-minded, and I think that makes a lot of sense," he says.

"By temperament, I'm more tender-minded, but I'm also attached to certain traditional values – respect for law, respect for moral values. When those values are assaulted, either in a frontal attack or by termites eating away at them piece by piece, I naturally resist. I can't accept a general dissolution of the ethics of society."

As far as the future of Quebec is concerned, Choquette has always been "tough-minded" on the side of federalism. He was highly outspoken on the subject prior to the 1970 provincial election but since then he has generally left constitutional matters – at least in public – to his boss, Premier Bourassa.

While acknowledging that there are real and serious problems in confederation, Choquette told a campaign audience in 1970: "It is an illusion to believe that an independent Quebec would do away with the shortcomings inherent in federalism and at the same time retain all the advantages of the federal system. If one takes the highly justifiable view that a common market and common currency are not likely to be successful, separation would lead us to economic disaster with ominous, if unclear, political consequences."

As to Choquette's own future, it seems likely that he aspires eventually to a post higher than provincial justice minister. To date his career has been a string of unbroken successes. After graduating from McGill's Faculty of Law and writing his bar exams at the age of twenty, he took a doctorate in economics in Paris, and then went into law practice in Montreal. He ran for Quebec's National Assembly in the prosperous (and safely Liberal) riding of Outremont in 1966, winning handily by fifteen thousand votes. When the Liberals came to power in 1970, he was immediately appointed justice minister.

What happens to him next depends, in very large measure, on what happens to Quebec.

The Judicial Storm Trooper

"The British judicial system under which we operate is the best in the world – we must retain it because it is filled with guarantees of justice for all . . . sometimes the system is interpreted wrongly, but there are courts of appeal."

Coming from someone like Lord Devlin, that statement would be entirely predictable. But it came, instead, from the same volatile, young radical lawyer who only a month earlier had looked across a courtroom at a Court of Queen's Bench judge and said: "I have nothing but pity for you."

Robert Lemieux, the thirty-year-old judicial storm trooper of Quebec's revolutionary movement, is a study of such contradictions. A graduate of McGill's Law Faculty and former vice-president of the Law Undergraduate Society, he emerged as a kind of unofficial spokesman for the FLQ during the 1970 October crisis. He snarls at convention, but habitually wears archtypically Establishment blue blazer and grey flannel trousers. He speaks passionately of overthrowing the status quo, yet goes home regularly to dinner with his parents in the predominantly English-speaking, middle-class Notre Dame de Grace district of Montreal.

Despite those superficial incongruities, however, Lemieux is very much at the heart of Quebec's left-wing separatist movement. Where a Marcel Chaput is an anachronism, Lemieux represents the mainstream of the radical movement and lends impetus to its causes.

An able lawyer when he isn't bellowing rhetoric instead of judicial argument, Lemieux has defended – or at least advised – virtually every FLQ suspect brought to court in recent years. He himself was detained under the War Measures Act and charged with seditious conspiracy, but the charges were later thrown out of court.

Lemieux's radicalization was a gradual process with no particular event standing out as a major turning point. Brought up in a thoroughly middle-class environment (his mother is English Canadian, his father a French-Canadian CBC technician), he studied at a French classical college, then at McGill's law school.

After graduation, he went to work in a thoroughly Establishment law firm, O'Brien, Home, Hall, Nolan, Saunders, O'Brien, and Smyth. By then, his alienation had already begun to take root. He had been strongly influenced by a McGill seminar given by civil libertarian Frank Scott and, he recalls, was turned off by classmates who were, for the most part, "well-to-do Westmount types wi a negligible *conscience sociale*."

His relations with the law firm started goi sour when he took on legal aid cases involvi clients accused of FLQ terrorist activities. He left the firm in early 1968, found office space with a friend, and devoted himself full-time defending Quebec revolutionaries.

His commitment to his work was so total t it led to the breakup of his marriage to the former Linda Anne Ramsay, of Rothesay, N Brunswick. "You see, I was very busy – fighting for the cause," he says sadly. "I'd ha this jury case and it would go on until late at night, week after week. Our two schedules didn't match." He still loves his wife, he says and spends as much time as possible with th two children: "I see them a couple of times a week and look after them for two weeks ev year when their mother goes on vacation. W more can I do?"

Despite an evidently strong streak of roma ticism and idealism, Lemieux talks tough wh discussing the activities of Quebec revolutio aries.

"It's self-defence to say we live here in Quebec and we have the right to organize ou own lives according to our priorities. There's not a single FLQ-er I know who's not in favou of change by getting together and talking abo it. But their violence stems from the screwing up of the channels for dissent and protest and peaceful change that are customarily open in a democratic society."

In contrast to his rather laissez-faire views on violence, however, Lemieux also insists h supports the institution of law.

"No matter what kind of crisis we go through, be it violent revolution or peaceful evolution – and both doors are still open – we must preserve a system of judicial institutions. Regardless of the economic and soci system established, you want to create in any society the maximum of liberties possible, of speech, of association, of coalescence to stop work and so on. Everyone I know among the Quebec radicals believes in this strongly, including the FLQ guys who are in jail."

A Militant Democratic Socialist

As far as David Lewis is concerned, the nature of confederation isn't what needs changing. Rather, the national New Democratic Party leader believes the answer to the problem of Quebec separatism lies in changing Canada's socio-economic system.

ch road will it be for Quebec? Jerome quette, David Lewis, and Carl Goldenberg from top) opt for federalism while Marcel out and Robert Lemieux support separa-



In his analysis, there are two reasons for the stronger thrust of separatist thinking in the last few years.

"One is that René Lévesque is a very attractive leader, a very honest man, so that as leader of the Parti Québecois he attracted a lot of people," Lewis says.

"But the second and more important reason is the economic and social condition of Quebec. . . . Nothing provides a more fertile ground for extremism of any sort, in particular extreme nationalism, than grievances which arise out of injustice and unemployment and slums.

"And therefore what we are saying to the people of Quebec is that the way to attack this situation, the way to guarantee the continuance of Quebec within Canada . . . is to apply policies which will remove the grievances and which will remove the fear of assimilation. And if those two conditions are met, separatism in our view becomes irrelevant . . . except for those who remain separatists for reasons other than the consideration of the welfare of the Quebec people – for purely narrow, nationalist reasons."

Lewis also believes that Quebec should have jurisdiction in certain fields of social security – such as family allowances, youth allowances, and manpower training allowances – because "if we are to retain Canada as a country, a united country, we have to find some way of recognizing the particular needs of the Province of Quebec."

His principal approach to solving Quebec's socio-economic problems, however, calls for giving Canada as a whole a more socialist orientation. "I am a militant democratic socialist," he declares. "I detest the values of our present society. I become angry beyond words when I see the slums, or the aged, or see the alienation of youth."

A self-made man in the truest sense of the word, Lewis has held strong socialist views since his student days. Born in Poland sixty-two years ago to Jewish parents of humble means, he settled with them in Montreal in 1921 and was educated in the city's public school system. He obtained a law degree from McGill University, went to Oxford on a Rhodes Scholarship, and became the first Canadian ever to be elected president of the Oxford Union.

Returning to Canada, Lewis made Toronto his base and became a highly successful labour lawyer while laying the foundations of his political career. He was named national secretary for the CCF in 1937 and worked out of a dirt-floored shack in Ottawa for $30 a week. He travelled the country, tourist class, sleeping in day coaches and eating from brown paper bags.

Now, having been at the NDP's helm for only a year, Lewis will face the most formidable challenge of his career when the country goes to the polls. And Quebec, interestingly enough, will constitute his biggest problem. The Quebec wing of the NDP is much more sympathetic to separatism than the party's national leader, and it remains to be seen whether he will be able to impose discipline upon that group or will end up with a party that holds two different positions on the future of confederation.

Behind Closed Doors

The most interesting aspects of H. Carl Goldenberg's contribution to Canadian politics may never be publicly known, having all taken place behind closed doors.

Over some thirty-five years, the sixty-four-year-old expert in constitutional law and labour mediation has given confidential advice to the City of Montreal and the City of Winnipeg, and to the governments of Manitoba, Ontario, British Columbia, Newfoundland, New Brunswick, and Alberta. And, perhaps most importantly, he has counselled the federal government of Canada, most recently as special advisor on constitutional matters to Prime Ministers Pearson and Trudeau, until his appointment to the Senate last November.

He has also headed, or sat on, more royal commissions than any other Canadian in history, principally in the areas of metropolitan government or municipal and provincial taxation; and as a labour mediator and arbitrator, he has intervened in a staggering number of major disputes across the country since the 1940s.

Goldenberg's career was launched almost by accident. After graduating from McGill's law school in 1932 at the head of his class, he articled with a law firm and, to supplement his income, worked as a $100-a-month lecturer in McGill's department of economics under Stephen Leacock.

That led to an invitation from Montreal Mayor Camilien Houde to write a brief on financing which the city was to present to the federal government. Later, Houde asked him to intervene in a dispute between the city's newspaper vendors and the Hearst newspaper chain, thus launching his career in labour relations.

Goldenberg is a firm believer in confidentiality, not only when it comes to advising governments, but also in labour and constitution negotiations. "You can't negotiate," he insists, "in a glass bowl."

But he makes no secret of his views on Canada's future. "Having been involved for many years in federal-provincial negotiation on constitutional change and on social and economic problems of federalism, I am still convinced that the federal system is most appropriate to Canada and its provinces," he says. "It alone offers the flexibility which is needed to meet the problems of a country as large and as diverse as ours."

Canada faces "much discontent," he concedes, "but what country, federal or otherwise, has not faced discontent over the past decade? And nowhere has the secession of a part from the whole offered a solution!

"On the contrary, the trend in the post-war industrial age is, for economic reasons, towards larger, and not smaller, units. I cannot see that a small state, which is what an independent Quebec would be, would have much chance of successful survival in a world of large power blocs unless its people are prepared to accept substantially lower standards of living," he says.

"I know that reference is sometimes made to small independent countries in South America or Africa, but such comparisons are irrelevant and, in fact, insulting to Quebecers when living standards and social and political conditions in those countries are compared with those in Quebec."

However, he feels, the future of national unity depends not on Quebec alone, but also "on the attitude of the rest of the country, on its recognition of the French fact in Canada and acceptance of the fact that in some important respects Quebec is different from the other provinces." □

George Radwanski, BA '68, BCL '71, is an associate editor of the Montreal Gazette *and co-author of* No Mandate But Terror, *a book on the 1970 October crisis.*

Réflexions d'un nouveau canadien errant

by Helmut Blume

"Quebec, you are my province. I love you. God, what a mess you are in. A tangled mess of memory and mortification," laments the author.

se days in July were hot and dry and beau-
l. The ship's engines rumbled evenly and
ably. The bow cut through the water with
gentle hiss of slowly tearing silk. The
rch spires along the St. Lawrence glistened
e sun like silver burnished by the butler.
villages were neat, white, tranquil. The
ceful countryside slid by like a colour film
ow motion. Drowsy. Empty, yet cosy. It
med to me that I had rarely been so close
e past as during those few days sailing up
broad river into the continent of the future.
t was my first impression of North
erica, the promised land of progress and
ver: a pastoral picture book, a Victorian
nette. My arrival in Canada over thirty
rs ago. Quebec. I fell in love with it.
he sun was still blazing from the cloudless
when I stepped ashore at Wolfe's Cove in
bec City. I felt so happy I could have run
ards the first person on the dock and em-
ced him, but I might have been shot if I
. The people on the pier were soldiers with
s at the ready. I was one of several hundred
lian internees sent to Canada from England
safekeeping. A Friendly Enemy Alien, a
gee from Nazi oppression. But still des-
d for internment. No matter. I was in North
erica. Even though behind barbed wire.
wo years later the heady moment of re-
se, a properly landed immigrant. There had
n a small legal problem. We had not arrived
'registered steamship line," as the Immigra-
n Act prescribed. An order-in-council by the
awa government fixed that. One day the
bed wire gate swung open and closed be-
d me. I was free. I discovered the most
utiful town in the world: Sherbrooke,
bec. For two years I had seen it in all
thers, all seasons; a mere mile away from
camp, it might as well have been on the
on. Sherbrooke. Beautiful, wonderful Sher-
oke. No barbed wire. No sentries. No
ces. No machine-gun towers. Paved streets.
ps. People. The apartment of a friend.
pets, curtains, easy chair. What luxury.
rmth. Friendship. Humanity.
wo weeks later I was in Toronto at a party.
ovial Torontonian slapped me on the back
ard that I almost spilled my drink and
ed: "You are a German, aren't you?"
Well, yes . . . no – not anymore, you see,
a refugee . . ."
You know something? We should have
ed the Germans and beat the hell out of
French."

"Pardon?"

"Let me tell you, we know the French. Mark my words, there will be blood flowing in the streets."

Another Victorian vignette, from the wonderful world of Kipling.

Two years later, Montreal. And ever since – over a quarter of a century. Montreal, whether you like it or not, whether I like it or not, you are my hometown now. Quebec, you are my province. I love you. God, what a mess you are in. A tangled mess of memory and mortification.

Once I had a French-Canadian landlord in Outremont. He was a doctor with a large family. I was alone. I hoped we would become friends. They were a nice family, but the only time I was asked into their home was to pay the rent. Naturally I spoke French. Most Europeans of my generation do. But they answered me in mangled English. I felt rejected. I thought bitterly that perhaps I wasn't good enough for them. Perhaps the "Enemy Alien" in me? Then it dawned on me that *they* might be the ones to feel rejected. Not by me, but by two centuries of living in the casualty ward of history. Two centuries of not-so-splendid isolation. An isolation imposed upon the French Canadian from within and without – by his motherland, his church, British rule, the American presence.

I sometimes wonder: who was the sterner guardian over the French in Canada – the British or the Catholic church? Read any book on elementary psychology and it will tell you that the kind of guardians the French Canadians had to put up with breeds a sense of rejection, frustration, repression, inferiority. Two hundred years of this can do a lot of damage to the pride of a people. "*Mon pays,*" sings the modern bard, "*c'est l'hiver.*" Yes, in more senses than one. "*Mon histoire, c'est l'hiver.*"

Some twenty years ago I saw *Tit-Coq* by Gratien Gélinas. The tear-jerker about the *petit maudit bâtard* in search of his identity. The other day I looked it up again: ". . . J'ai manqué la première partie de ma vie, tant pis, on n'en parle plus. Mais la deuxième, j'y goûterai d'un bout à l'autre, par exemple! . . . On va la replanter, la branche [la branche de pommier qu'une tempête aurait cassée]. Et elle va retiger parce qu'elle est pleine de sève. Et je vous promets de maudites bonnes pommes! . . ."

It came back to me that a friend of mine had said at the time: "That Tit-Coq, *le petit maudit bâtard* of our society, and Québec, *la petite maudite vierge* of North America, they have a lot in common."

Was Tit-Coq the first post-war separatist? Is Gélinas telling us that the separatist does not want to separate but to *join?* That the independence he is screaming for is in truth the desperate demand for equality? For only equals can join with equals. Give him his legitimacy, his pride as a Québecois, and he'll give you his loyalty as a Canadian. Perhaps it takes a *petit maudit bâtard* like myself, a reject from the country of his birth at the hands of blinded nationalists, an "Enemy Alien," a naturalized Canadian, to see it.

To us New Canadians who comprise over one-third of the population of this huge chunk of real estate called Canada, the spectacle of the fighting founding races seems like another Victorian vignette, but a deeply saddening and disquieting one. What are they trying to do, the "French" and the "English" in Canada? Naturalize each other in the image of their lost empires? Themselves descendants of refugees and rejects from their own motherlands of two, three centuries ago. Themselves conquerors and suppressors of the native nations of this land. Come, come now, aren't we a little out of focus, out of date, out of whack?

Eight years ago I was asked to be a member of a *groupe de travail* selected by the late Pierre Laporte, then cultural affairs minister in the Lesage Government, to prepare a white paper on Quebec's cultural policy. I was the only non-French Canadian among this think-tank "Group of Seven." There was no "Anglais" among them. "Why me?" I asked. "There are plenty of English Quebecers around who speak the Québecois language better than I and who know a damn sight more about the political and cultural *données* of the situation!"

"We can't talk with the English," I was told, "but we can talk with you precisely because you are an English Canadian without being English."

"Me? An English Canadian? My German father and my Polish mother wouldn't agree with you."

"You live and work in the English milieu and language, don't you? McGill? CBC?"

I was nonplussed. "Hey," I exclaimed, "you speak English as well as I. What about that?"

"That, my friend," came the smooth rejoinder, "is precisely the problem we are trying to resolve – the problem of Quebec. You see, we *have* to speak English, but we *shouldn't* have to."

"Not even in Toronto? Vancouver?"

"We are concerned with the Province of Quebec."

"The 'province', " I said morosely. "That sounds so provincial."

"Exactement."

I knew I had lost that argument.

Thus, my fellow Britishers in Canada (all Hungarians, Ukrainians, Italians, Germans, Czechs, Greeks, Chinese, Japanese, Africans, Austrians, Poles, Irish, English, Scots . . .) thus, the German-Polish New Canadian, the ex-Enemy Alien, became your spokesman, for better or worse, in the deliberations of the *groupe de travail* for a French-Canadian national policy of culture.

May I quote certain passages from the paper I submitted on that occasion.

"Before attempting to evolve a cultural policy for any given society, I believe it important to realize that the concept and phenomenon of culture operate simultaneously in two interrelated spheres: the universal and the national. A society which were to conceive its cultural policy merely in a spirit of self-conscious nationalism, let alone political resentment, would inevitably be regressive and end up a prisoner and victim of its own parochialism and prejudice.

"A national culture of lasting validity and appeal derives its strength in equal parts from the universality, the humanism of its spirit, and from the firmness, the depth of its national tradition. This imposes a double duty on a Ministry of Cultural Affairs: continuously to broaden its intellectual and spiritual horizon, and at the same time to strengthen the means of expression of the society it represents – its language, its intellectual institutions, the cultural *'patrimoine'*. A nation's emotional commitment will instinctively always be to itself. But its intellectual commitment must be to mankind as a whole . . .

"New Canadians may be forgiven if sometimes they are inclined to think that they are the true Canadians of the twentieth century in that they have merged their former identities with that of their new environment, thus achieving and serving a new, perhaps higher, national identity – a 'Canadian' identity inevitably bilingual and bicultural, indeed, in some cases trilingual and tricultural, if they speak French and English as well as their native tongues, and are familiar with the cultures of all three.

"However, the fact remains that there are but two viable national identities in Canada, historically, politically, culturally: the French and the English, who must come to terms with each other if the country as a whole is to survive. The solution of their conflict seems deceptively simple: mutual recognition of their identities in terms of language, culture, and self-development on all levels, and wherever practical, in the spirit of a humanistic partnership and purpose, in the conviction of equality and a common destiny.

"The current crisis in Canada is, in my opinion, not a political power struggle, not really a political issue in the traditional sense, but rather one of many contemporary symptoms of man's deep-seated urge to restate, regain, and retain his identity, individually and socially, in the face of a mounting tide of political, cultural, and psychological collectivism. It is a symptom of man's instinctive revolt against being reduced to a number, against a state of 'intellectual colonialism', let alone actual colonialism, against the gravitational pull of centralization in all fields. Ours is an age which, by its technological mass methods and standardization in almost every walk of life, threatens man at the very core of his being – his individuality. He must defend it. What he wants is equality, not equalization. This need lies, I believe, also at the root of the new 'nationalism' of our time, the freedom movements everywhere. Inevitably, they manifest themselves in 'political' terms. But I believe that, on a deeper level, they express a psychological need for preservation of the self, not a wish for conquest of others; a need for self-determination, not a wish for domination. Modern man is in search of his identity, his soul . . .

"I believe that if the present intellectual revolution in Quebec is understood along these lines by English-speaking Canada (as well as by Quebec itself!) the rightful demand of Quebec for the preservation and strengthening of its identity will be welcomed and supported by the rest of the country, and a partnership of equals can be achieved . . . "

Here another flashback appears on my memory screen: the McGill delegation is interviewed by the Gendron Commission. We speak French. McGill speaks French! "Look Ma, no hands!" An eerie kind of costumed courtesy on both sides. Those guys before us speak English as well as we speak French. The inevitable question is asked: "What is McGill doing to become part of Quebec?"

Innocent, ignorant, irate, I turned into the meeting's *enfant terrible*: "Let me ask the question the other way around, Mr. Chairman. What is Quebec doing to become part of McGill? What I mean is: When are you going to look upon McGill as a natural resource, an asset of Quebec, precisely because it does speak English?" One commission member fixes me with a stare: "Mais McGill, c'est encore la forteresse en haut sur la colline!"

Is it? Then shame on McGill. I don't think it is though. Maybe it was once. Must have been before my time. No, come to think of it, I do remember a few "Britishers" among the staff a quarter century ago. Live Victorian vignettes. They didn't merely look down on the French. They looked down on all of Canada. I asked one of them: "Are you a Canadian citizen?" He responded: "I beg your pardon? I am a British subject with residence in Canada."

Poor dodo. Extinct, you know.

At any rate, I think the distinction between "English" and "French" is already obsolete, even in official quarters. Now one talks of "anglophone" and "francophone." That reminds me of "telephone," "microphone," "megaphone," and "gramophone." *Phone* is Greek for 'voice' or 'sound'. So at McGill we sound "anglo," right? In my Faculty we sound "musical," but in terms of our individual ethnic derivations we sound like the United Nations, with English as a kind of lingua franca. A quick breakdown of our seventy-five staff members of last year shows no less than nineteen different first- and second-generation ethnic affiliations: English, 22; Russian-Polish-Ukrainian, 11; French, 8; German, 7; United States, 6; Italian, 4; Hungarian, 4; Czech, 2; Welsh-Scottish-Irish, 2; Dutch, 2; Rumanian, 2; Spanish, 1; Danish, 1; Greek, 1; Austrian, 1; Lithuanian, 1. How "English" can you get?

Demonstration, anyone?

"McGill Français – Non!"

"McGill Anglais – No!"

"McGill Québec – Oui!"

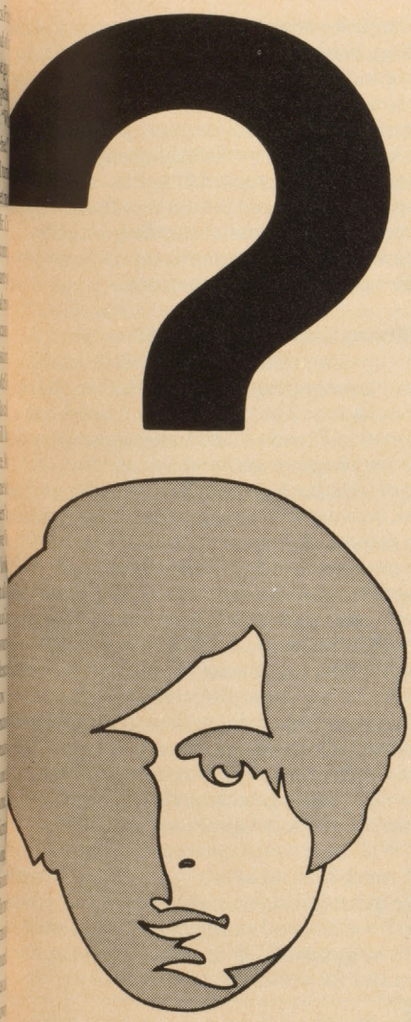
"McGill Canada – Yes!" □

Helmut Blume is dean of the Faculty of Music at McGill.

Voices cannot go unheard

by George Springate

A member of the National Assembly voices many of the questions English Quebecers harbour about the implications of making French the province's working language.



odd that we Canadians, despite years of
cussion and argument, have not progressed
her than the issue of language, which
uld not be an insurmountable block to good
tions between our two founding peoples.
just about any discussion today concerning
nada or Quebec seems to have that one
mon point of return.

'or their part, French Canadians rightly be-
e that their survival as a nation depends
n maintaining their mother tongue. They
refore wish to educate their children in
nch, communicate in their native language,
retain and expand French-Canadian cul-
. As a result, the governing provincial Lib-
party is committed to establishing French as the working language of Quebec, and the Gendron Commission has spent several years studying how to properly implement such a policy.

The province's French Canadians are not the only Quebecers concerned about language, however. Over the past year and a half, I have sensed a restless and uncertain mood among English Quebecers because of the government's continual insistence that *"la langue de travail, c'est le français,"* and because of the lack of definition of that policy.

Everywhere the English Quebecer turns he hears and sees that slogan. He reads with some apprehension that henceforth all government interdepartmental correspondence will be in French and that all government and business communications, regardless of the corporate entity's size, will also be in French. He wonders about the law which dictates that Quebec immigrants practising certain professions will have but one year to master French.

What is curious in Quebec these days is the ever-more-frequent push for French-language rights almost to the exclusion of others. Apparently forgotten by many people is the Dunton-Laurendeau Report on Bilingualism and Biculturalism. Is what the royal commission discovered and recommended such a short time ago no longer valid? Are so many years of difficult research and laborious soul-searching to be forgotten?

I hope not.

I also hope that the spirit of understanding and brotherhood which marked the launching of that commission will not be forgotten by anybody in Canada. I pray that "bilingualism" does not become a dirty word in Quebec.

Some English Quebecers believe it already has. As proof, they assert that certain government spokesmen during the Cross-Laporte affair in October 1970 made official declarations in one language only. They note that when the premier officially opened an old age home in Verdun, a bilingual municipality, he spoke in just one language. They also point to the change in the Quebec National Assembly where the prayers before each day's sitting are now read solely in French. They wonder if those actions are trend-setters.

I have made a special effort during the past year to sound out English Quebecers on the policy of establishing French as the working language. In general, English Quebecers show sympathy towards the use of French as the working language, but they want to know more about the consequences of the policy — both immediate and long-term — and the day-to-day realities that would flow from it. They are willing to accept that changes in language use will have to take place, but they can't stand a sword of Damocles being held over their heads.

Furthermore, irrespective of reply or attitude, the people polled shared one common trait — they all had questions to ask and no one was supplying the answers:

"What exactly does French as the working



language mean?" "How is it to be enforced?" "What will happen to the more than one million citizens of Quebec whose mother tongue is English?" One million people – more than the respective populations of Newfoundland, Prince Edward Island, New Brunswick, Saskatchewan, Nova Scotia, or Manitoba.

"Will English Quebecers be allowed to speak their own language?" "If their foreman or general manager is French, will he communicate with them only in that language?" "What if the English Quebecer does not speak French? Will the government supply the means for him to learn it?" "And while he is studying, how will his family be supported?"

The English Quebecer is naturally very concerned about his children. If French is the working language, then any education that is not primarily in that language will not lead to equal job opportunity, a situation which could result in a unilingual educational system. Furthermore, if the English Quebecer is forced to educate his children in French, he wants to know what protection there will be for his native tongue. Over and over again I have been bombarded with questions such as: "Will the Cultural Affairs Department ensure programs and financing for the maintenance of English culture?" "Will the English Quebecer be forced to depend upon American or other outside television and literature to retain his culture?"

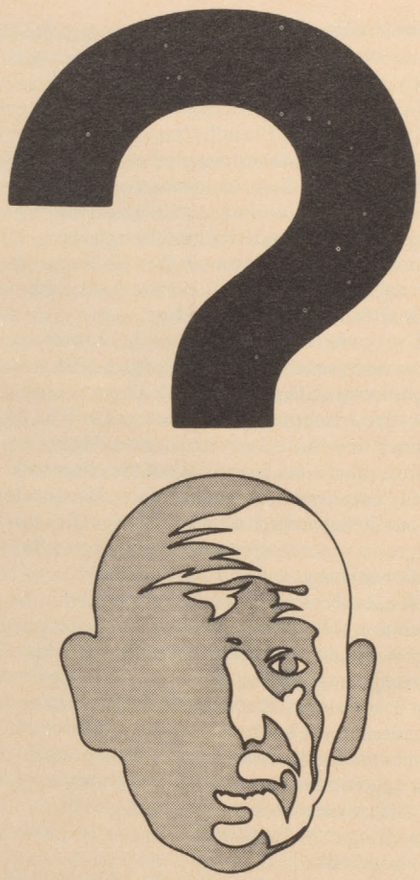
English-Quebec business demands answers to its particular set of questions:

"If French is the working language, will a businessman have to hire individuals because of language rather than competence?" "Will he have to conduct his dealings with other Canadian firms in French?" "Will the Quebec branch office of a non-Quebec company or chain be able to function in English?" "What problems lie ahead for the small businessman who is located in an English-speaking area and catering largely to English customers?"

What About the Courts?

Lawyers, doctors, and accountants each have their own questions:

"Will English still be permitted in our provincial and municipal courts?" "Will an English-Quebec lawyer and an English-speaking client have to conduct business in French?" "Will contracts resulting from such discussions have to be drafted in French?" "Will an English doctor treating an English patient in a predominantly English area have to keep records in French?" "Will prescriptions be filled in either language?" "What about medicare returns?" "Will tax forms still be available in English?"



Many people are concerned about what will happen to those people over thirty-five years of age who, because of the educational system they went through, don't speak French fluently, or worse, know only a few words. At that age it is nearly impossible to learn a new language. Do these people become the victims of change? Are they to be sacrificial lambs, or will they be allowed to continue to live here as they always have? Many people of that age fear that *langue de travail* is a punitive policy having as its object not Quebec's future good but retribution for those French Canadians who in the past were forced to fend in English.

Having heard the voices and concerns of so many English Quebecers, I sensed that something was missing. One group had not been heard from – my constituents, those thousands of English-speaking people of the Ste. Anne riding. From Pointe St. Charles, from Little Burgundy, from the lower Main came silence. At first it might have been thought the silence meant agreement and support of the policy to make French the working language. However, after listening to my constituents, I quickly realized their silence does not represent acquiescence; it only signifies that they lack the means of formal communication to express their opinions to the authorities.

A Money Bag in Each Hand?

My constituents hear with amazement about how *"les anglophones"* have a choking hold on the economy. They see that the English are painted in French-Canadian minds as having a money bag in each hand and another sticking out of their back pocket. They wonder about that, because they would like to have some of the fortune they are supposed to possess. They are too busy to worry about government policy linguistic or otherwise, because their thoughts dwell upon clothes for the children, a job, next month's rent, the hydro bill, the municipal housing project, the clinic, supper, and possibly the welfare or unemployment cheque. Yet it is that group which is the most potentially vulnerable to the policy of *langue de travail*, because they have no mobility and cannot escape its consequences. As their elected representative I must ask the questions for them:

"Will the government retrain these people in French?" "Can a forty-year-old person with little or no education learn a second language?" "Will welfare and emergency services exist in both languages?" "Will a call to the telephone operator for assistance be answered in English?"

Those are not philosophical points, but crucial questions which must be answered. If *langue de travail* indeed requires basic changes for the non-French community, then let those changes be clearly spelled out. There is an obligation upon those in public office to be frank. It will then be up to individual members of the community to stay and adapt or leave.

Voices cannot go unheard. Questions require answers. Mr. Premier, more than one year ago I first asked you, "Where do one million English Quebecers stand?" The question still remains. □

George Springate, BCL'68, LLB'69, is a member of the Quebec National Assembly.

French business: The customer is always right

by Charles Perrault

If the client asks to be served in French, it is only basic business sense to ensure that the personnel who deal with him can do so in his language.

implementation of French as a priority uage in business is a topic guaranteed to erate heat in any discussion of Quebec's ution. Since the matter is of particular im- ance to the business community, the Con- du Patronat du Québec — an employer fed- ion representing 125 management groups , through those associations, the majority rovincial employers — has attempted to l light on the problem. It has consulted e broadly with its membership in order to blish certain basic principles on this highly plex and emotional issue. In March 1971, Conseil made public its stand:

All Quebecers must be legally guaranteed r fundamental rights, such as the right to ose the language of instruction for their dren, the right to use either of the two of- l languages before the courts, and the right aintain their institutions.

It is not exclusively up to the government e province's Gendron Commission to in- te what Quebec's overall language policy uld be. Employers must, for their part, rly identify and fully assume their respon- lities in a province where 80 per cent of the ulation is French-speaking.

Employers have the right to demand that nreasonable constraints prevent them n doing business normally in a North erican context. That is an essential pre- uisite to the economic and social well-being e Quebec community.

Francophones should, as far as possible, e their right to use French as a working lan- ge confirmed in practice.

The issue of French as the working language should not be the object of government legislation. Employers, trade unions, the Gendron Commission, and government should work closely together to find a practical solution to each separate problem as it arises.

That final declaration was not a pious hope nor a means of stalling the implementation of French as a working language. We came out strongly against coercion in making French the working language because we were convinced the matter is far too complex to be written into law. Because of the almost infinite variety of situations from one firm to another, efficient universal legislation is an impossibility. We were also keenly aware that laws alone cannot bring about respect by one group for the cultural rights of another.

More Francophones Needed

Different aspects of economic activity require varying approaches to the language problem. In the retail trade, for example, the solution will involve both the employee-client and employee-employer relationships.

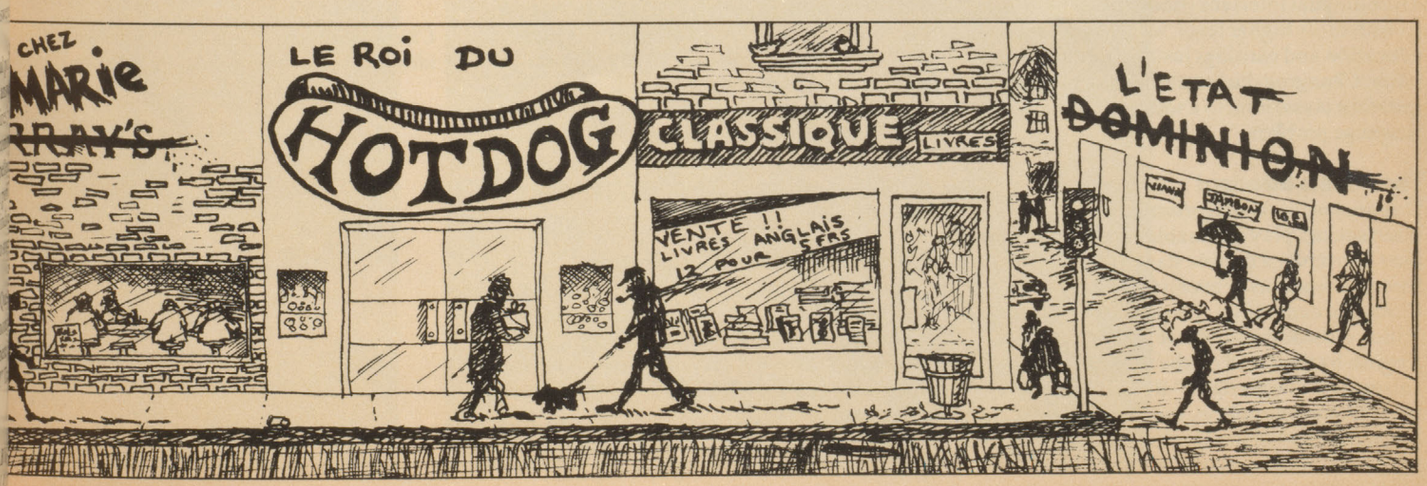
Let us start by looking at the employee-customer relationship. A store's prime responsibility is towards the client. "The customer," it is said, "is always right." If the client therefore asks to be served in French, it is only basic business sense to make sure that the personnel who deal with him can do so in his language. That same philosophy applies, of course, to public relations personnel, departmental managers, and the staff handling clients' accounts.

If employees should be able to deal with French-speaking customers in their language, then the ability to work in French should be a prime criterion in the hiring process. The majority of employees called upon by the firm to meet with the public should therefore be francophones who are more or less bilingual. Furthermore, the French-speaking employee's relations with his immediate superior and regular supervisors should be in French, the language of the majority and the language that allows the employee, who is less educated and consequently less sure of himself, to meet his superiors on a more equal footing.

The freedom to speak French with superiors should apply not only to receiving instructions but also to expressing grievances. That principle has been recognized by the Conseil du Patronat and, through the association, Quebec employers have effectively approved amendments to the labour code which would make the use of French obligatory in the grievance procedure and arbitration. However, employees in non-unionized establishments lack that legal protection. It seems absolutely unfair that a non-unionized employee should have to use English — his second language — in order to better express a complaint to his superior. Just try putting yourself in his place.

The Bilingual Interface

For the language problem in business to be solved, francophones should be hired in sufficient numbers so that they can, in the very near future, be present at all levels of the administration. That goal must, of course, be accompanied by suitable policies of selection, training, and promotion. Moreover, there should exist within the firm the same possibilities for francophones to become bilingual



in order to reach positions where bilingualism is necessary as are presently afforded the unilingual anglophone to allow him to communicate with the employees.

Francophones will have to become bilingual not so much for routine communications within the firm as for commercial relations with other areas of North America. The importance of bilingualism in the province can be explained through an analogy taken from chemistry. The term "interface" is used by chemists to describe a surface which separates two systems. Where cream and milk meet in a bottle, there is an interface; between the sea and the atmosphere, there is also an interface. Interfaces are not all as peaceful as those, however. In a boiler, the interface is at the point of heat contact where the water turns into steam.

The parallel is obvious. While roughly 80 per cent of Quebecers are francophone, Quebec is surrounded by anglophones and must do business with the rest of North America in English. Where they meet, there is an interface – a community of bilingual Quebecers.

The cultural interface has always existed and will continue to exist. It is imposed upon us French Canadians by our attachment to our cultural heritage and by the existence of the outside world. Even the most fanatic proponents of French unilingualism recognize the necessity for it. However, at the present time the interface is much too low in the socio-economic scale! Quebec is one of the rare places in the world – perhaps the only one – where the worker must, in certain cases, master a second language in order to be able to work. The bilingual interface should be found at a considerably higher level, where the degree of education and earnings justifies linguistic flexibility. Changing the location of the bilingual interface is essential to a solution of Quebec's language problem.

The Double Standard

Quebec business enterprises at the language interface can play a valuable role for the province. Currently a double standard prevails in business relations between Quebec and other Canadian companies. Those Quebec firms selling outside the province justify the use of English by their staff on the grounds that "the customer is always right." But what about those Ontario suppliers, for example, who are largely dependent on Quebec customers for their economic existence? Why do they not feel called upon to extend the same language courtesy to their French-speaking customers? If Quebec firms insisted on a reciprocal language courtesy from outside suppliers, the status of French in Quebec would be strongly reinforced.

Firms dealing directly with the public also have an important role to play in Quebec by helping francophones use correct French in their day-to-day pursuits. Those who already have made efforts in their signs, catalogues, and newspaper advertising to produce texts in satisfactory French contribute much to the province. The French language is going through many modifications and care must be taken to maintain a suitable quality.

Archaic expressions in Quebec French are at present the focus of an on-going debate, but as they give the language colourful and precise words as well as a certain charm, there is quite widespread agreement that they should be kept. Then there are the numerous foreign expressions – American for the most part – which are rapidly being added to the French language. Those who attempt to use correct French in Quebec seem less inclined to adopt words like "marketing" and "management," which are the vogue in France despite the existence of proper French equivalents.

Finally, there is French slang, which in its Montreal version is called *joual*. This lively language, the joy of dramatists and song-writers, is just about unintelligible outside the province. For people living on a cultural island, the promotion of local *joual* is not a solution with much future. Linguists may arrive at other conclusions after appropriate research, but it seems easy enough to conclude that the French culture can be maintained in Quebec only through maximum linkage with French-speaking communities outside. It must always be possible for our writers and *chansonniers* to be understood outside Quebec, just as it is necessary for our businessmen to be able to participate in French in the activities of international bodies.

The Multi-National Corporation

The question of the use of French in the headquarters of large national and multi-national corporations is a special and very complex problem. There are, of course, particular operating imperatives in such firms, involving communications with other branches in Canada, the United States, and elsewhere in the world. Because of the generally interface nature of such head office staffs, there will be little room in them for unilingual francophones and bilingual persons will have a definite advantage. The problem of moving personnel in and out of the head office for training and promotion further complicates the picture.

The recommendations of the Gendron Commission will undoubtedly prove of considerable interest with respect to those firms. There is no doubt, however, that more intensive recruiting of francophones would help alleviate the problem by introducing opportunities for daily contacts in French at various levels in the management structure.

In the past I have used the expression "raisins in the cake" to indicate the scattering of francophones throughout a company which would allow sufficient inter-personnel contact to prevent the feeling of cultural alienation. The raisins should be distributed throughout the mass. It is not enough to recruit at the lowest levels without appropriate promotions to the higher echelons, nor will it ever prove satisfactory to introduce a few bilingual francophones at senior levels without backing that up through recruitment at the base.

One can analyze the language problem forever, but it will only cease to be a problem when all citizens make a concerted effort to understand each other's positions. Those of us who have the advantage of knowing both cultures will have the responsibility of explaining one to the other. The implementation of French as the priority language at work is a collective responsibility and only as a collective responsibility can it be successfully carried out. □

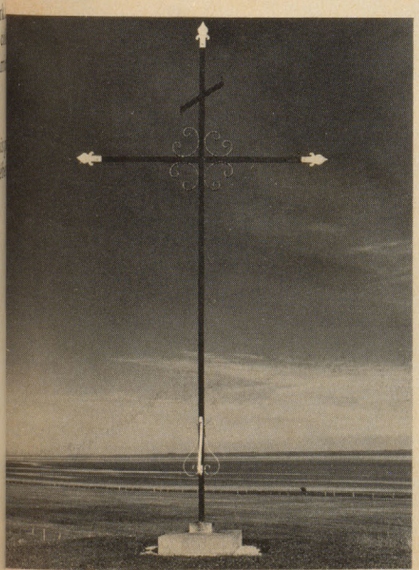
Charles Perrault, BEng'43, MEng'46, is president of the Conseil du Patronat du Québec.

Rural Quebec in transition



photographs by Gabor Szilasi
text by Louise Abbott

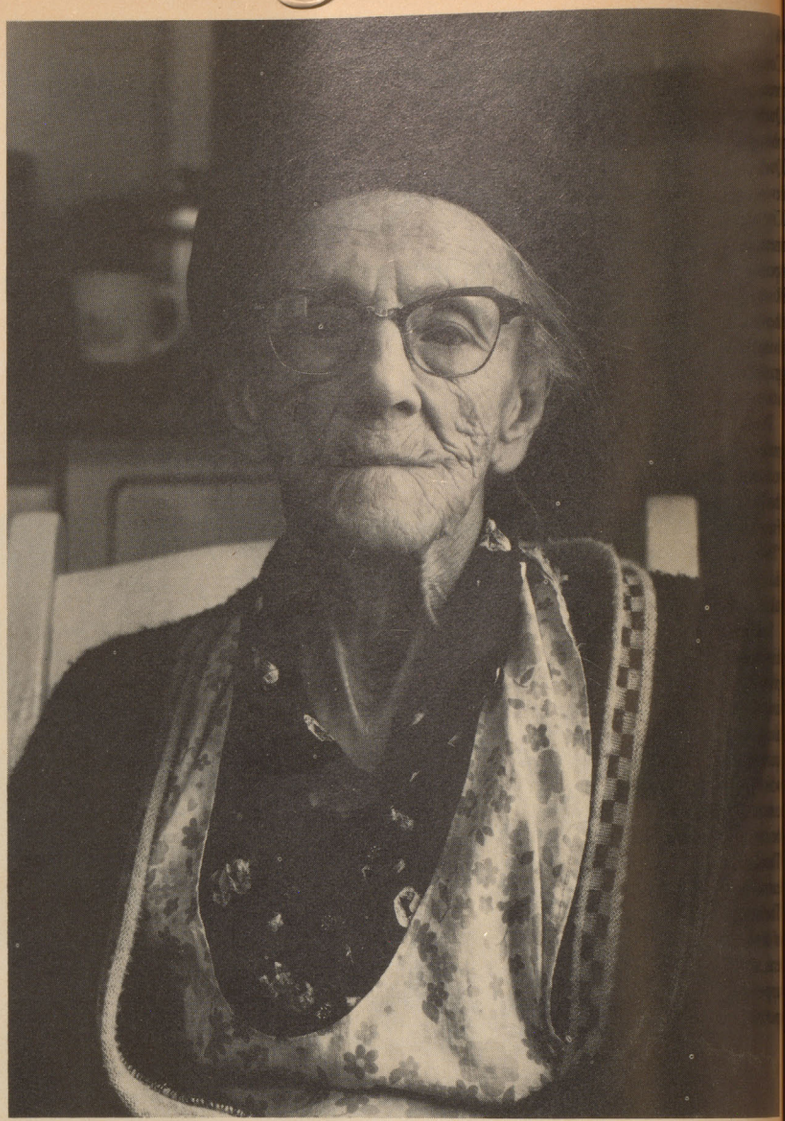


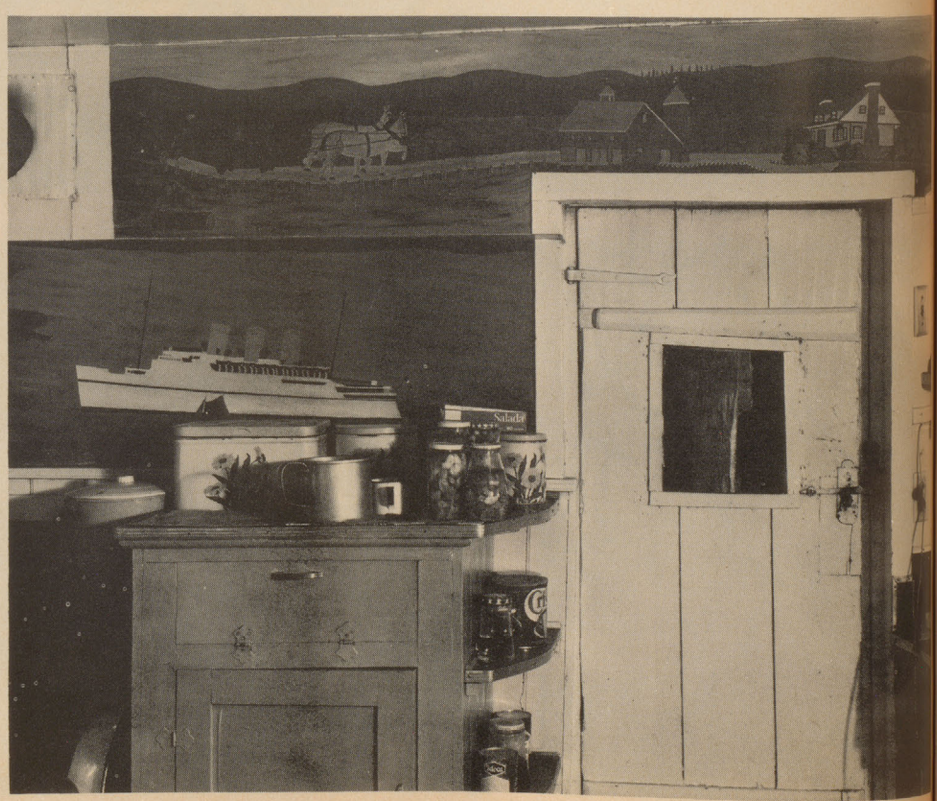












hen Gabor Szilasi set out for Charlevoix unty in September of 1970 it was with few conceptions. In his eleven years with the ebec Film Board, the Hungarian-born otographer had become familiar with rural ebec. However, he had never visited Char-oix, a county sixty miles east of Quebec y, which includes Baie St. Paul, Les Eboule-nts, Iles-aux-Coudres, and other French-aking communities along the St. Lawrence ver. What Szilasi learned about Charlevoix, refore, came from his direct experience of ng among the people and from photo-phing them and their environment over hree-week period.

The trilingual Szilasi encountered few oblems of communication with the Charle-x residents. "It didn't seem to bother them t I wasn't French Canadian and spoke nch with quite a heavy accent," he recalls. he people were open and warm; only once l a person refuse to have his photograph en."

Szilasi was anxious to build up rapport with subjects. He had no desire to get candid otographs but rather was seeking loosely-ntrolled character studies. He therefore took ng a bulky 4 × 5 view camera which re-ired the use of a black focussing cloth and ich was always mounted on a tripod. His nspicuous camera insured that Szilasi would immediately recognized as a photographer. at honest and straightforward approach rned him the confidence of the residents. e large format camera also offered the kind definition rarely achieved with smaller cam-s, and Szilasi fully exploited that quality to proach reality as closely as possible in his tures.

Szilasi's photographs, however, are much more than simple record shots; they are sensitive documents of a rural society in transition. "The people aren't rich," he comments, "but they are proud. You don't notice poverty the way you do in the Gaspé. Everything is kept clean, and property is well taken care of."

But modern life has made incursions into Charlevoix's previously quiet, agricultural existence. While peat moss is still Iles-aux-Coudres' main industry and cattle-raising the mainland's, tourism is becoming an increasingly big business. With tourism have come the inevitable hot dog stands and campgrounds. "The old seventeenth- and eighteenth-century stone houses," notes Szilasi, "have been demolished. Motels and hotels are springing up."

The population of the county is remaining static – even dwindling in some locales – as many younger residents leave their families and friends behind to migrate to the cities. For those remaining, stock car racing has become a popular Sunday afternoon diversion, perhaps one of many indicators of the failing grip of the church. As Szilasi observes: "The older generation, of course, is still very religious. There are crucifixes, altars, and icons in every home. The young ones also go to church, but more out of habit than out of religious conviction."

Like so many rural communities today, Charlevoix County has become a curious amalgam of the old and the new, the tasteful and the crass, the pious and the worldly. Gabor Szilasi has captured its changing face.

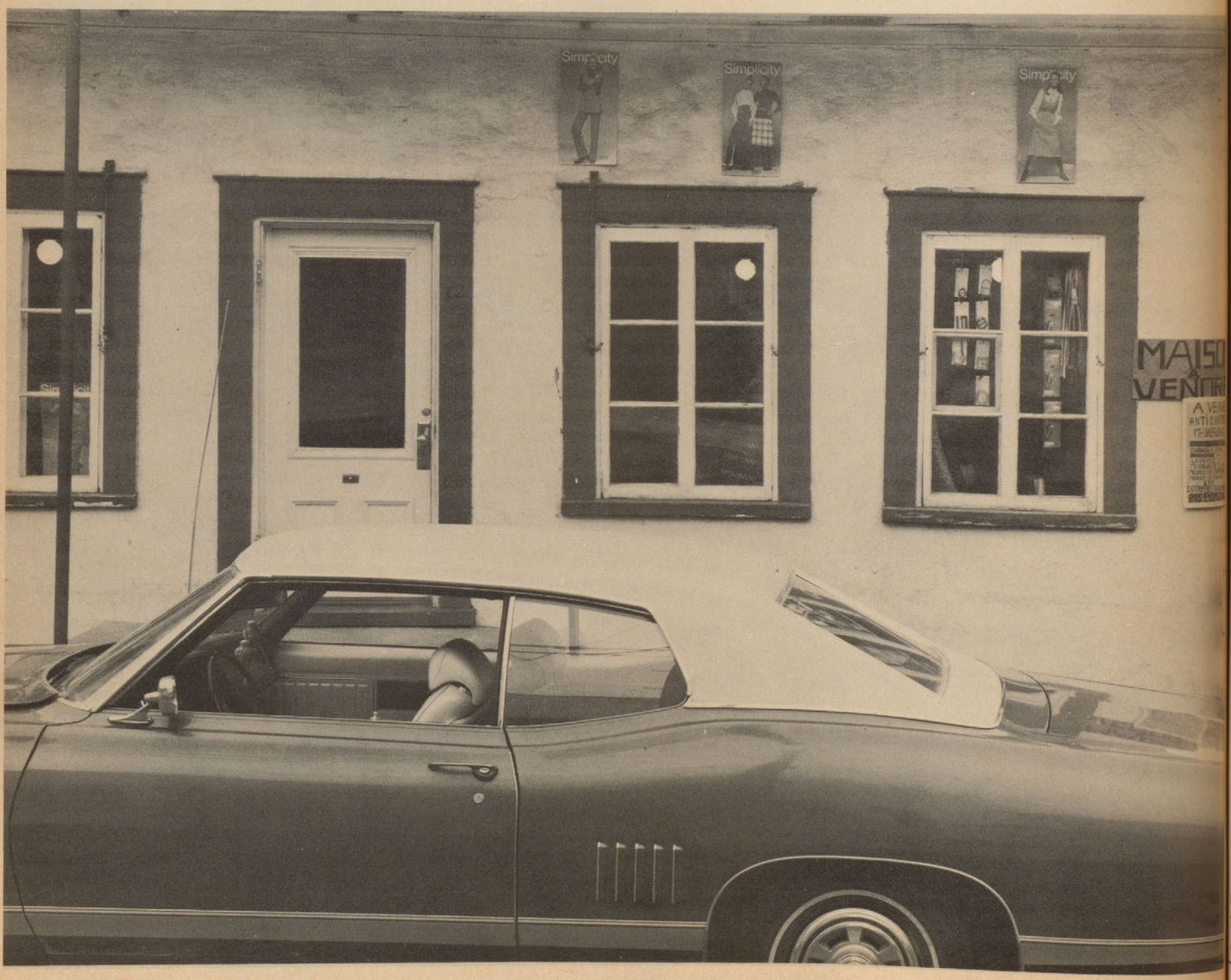
Louise Abbott is a regular News *contributor and a student of photography under Gabor Szilasi.*

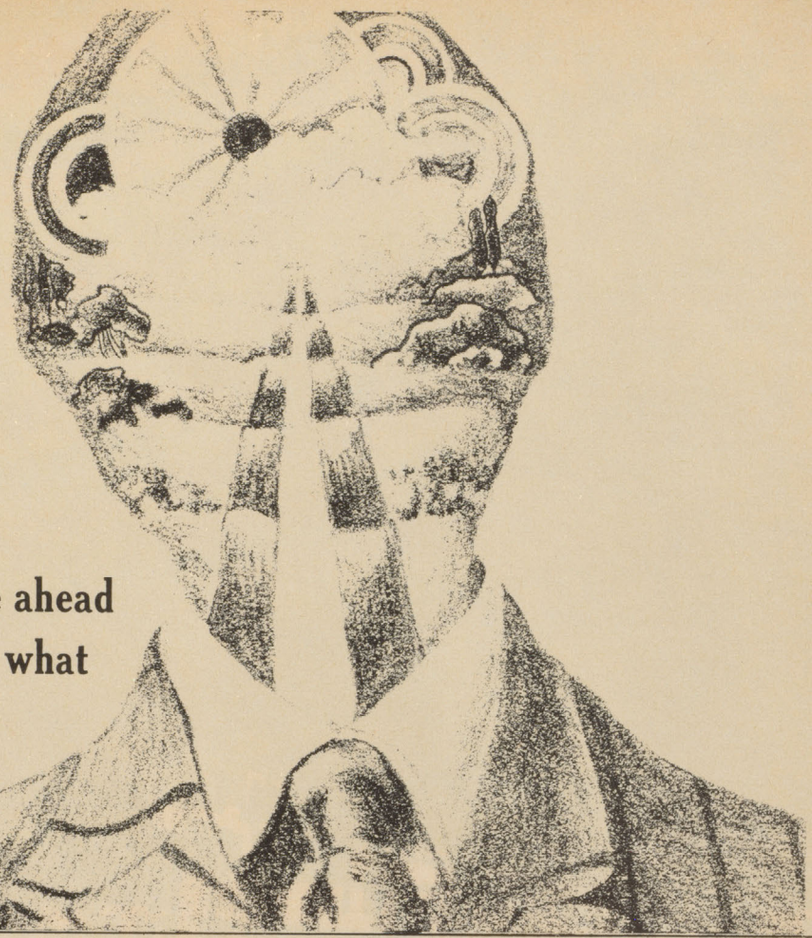





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Reforming Quebec education

by David Munroe

A review of the Parent Commission which reshaped the province's educational structures to meet the new social demands of the sixties

Nineteen sixty was an unusual year. The United Nations Assembly meetings were distinguished by the attendance of Eisenhower, Macmillan, Khrushchev, and Castro. In Africa, the winds of change blew rebellion into Algeria, revolution into the Congo, independence into Nigeria, and a republic into South Africa. In the United States, voters chose John F. Kennedy as their president. In Quebec, the death of two successive National Union premiers produced an election and a new government which promised a royal commission to study education. At McGill, the defeat of Queen's in the football season's final game brought the championship back after twenty-two years.

To the men and women of McGill, the last two events may have appeared the most important. Indeed, university morale improved remarkably as a result of the Liberal government and football triumph. However, at the distance of a decade one can look at the year 1960 with deeper penetration. The date is a major historical turning point that marks – according to the preference of the individual – the beginning of the "Post-Duplessis Era," or "*La Révolution Tranquille*," or "*L'état du Québec*." While those terms are by no means synonymous, each sums up an aspect of the radical break Quebec made with the attitudes of the past. The effects of that schism were felt in education as in everything else.

After World War II, education became an increasingly important element of public policy throughout the world. The war had demonstrated the need for educated people in the ranks as well as in the posts of command; it had demanded new skills from the labour force to produce munitions and machines. The war also necessitated a massive rehabilitation program to transfer individuals from active service back into civilian life. Then, as the world returned to peace, the mass media brought steady improvement in communication, science made possible the control of disease and famine, technology created new products, and, although more than half of mankind was still illiterate, Canada and other favoured countries were able to offer many citizens a more comfortable life than ever before.

In the economic and social climate of the fifties, it was almost inevitable that education become a high priority. Industry demanded new skills. Economists became convinced that education was an investment rather than a consumer service and, as a result, public expectations from education rose steadily. The startling breakthrough of "Sputnik" seemed to prove the technological superiority of Russia over North America and set off a clamour of protests in the United States against what Admiral Rickover described as the soft, aimless, permissive programs of American schools. Such criticism was contagious and Canadians demanded that their schools and colleges be carefully scrutinized.

After the Quebec election in 1960, the new government of Jean Lesage left no doubt about its intention to overhaul the educational system. Responsibility for the Department of Public Instruction was immediately transferred to the energetic new minister of youth, Paul Gérin-Lajoie, and a series of acts – saddled with the rather pretentious title of the Magna Carta of Education – was approved by the legislature. Legal school leaving age was raised to fifteen, free tuition was provided throughout high school, and parents were granted the right to vote in school board elections. In addition, special committees were appointed to study various facets of education.

The Parent Commission

The culmination of this effort at educational review came in May 1961, when the Royal Commission of Enquiry on Education was sworn in under the chairmanship of the late Monseigneur Alphonse-Marie Parent, vice-rector of Laval University. Unlike similar bodies in other provinces, which were concerned only with one aspect or level of the educational system, the Parent Commission took a global approach. It was instructed by the government to study the organization and financing of education, and recommend measures to ensure educational progress in the province.

The need for the Parent Commission was urgent. Without any common goals or structure, and faced with new social demands as well as rapidly escalating costs, the Quebec educational system was in a state of sad disarray. Quebec's retention rate for secondary school students and the labour force's median level of education were the lowest in Canada. Moreover, heavy migration from rural areas to the cities was causing serious social and educational problems.

The initiative for Quebec education had traditionally been left to religious and private groups; government remained in the background and only intervened in moments of crisis. Much of secondary and all higher education was provided through private institutions, while public schools were divided on confessional lines into two separate systems.

A Threefold Goal

The Parent Commission, in the spirit of the United Nations' Declaration of Human Rights, declared that, "In modern societies the educational system has a threefold goal: to afford everyone the opportunity to learn; to make available to each the type of education best suited to his attitudes and interests; and to prepare the individual for life in society." After carefully examining how the traditions and institutions of Quebec could best be adapted to present and future needs, the commissioners agreed on four guiding principles – the new system must be unified, comprehensive, decentralized, and democratic.

The choice of a unified system broke with tradition. The dual system of public schools had been established before confederation and, since 1875, the Roman Catholic sector had been administered under the authority of the bishops. Most of the private institutions were operated by religious orders, and the three French-speaking universities held papal as well as civil charters.

Once it was decided that secular control must be established to meet the needs of a pluralist society, however, it was obvious that only a unified authority could serve all groups impartially. In the new, inclusive system, the public sector would have to be strengthened and have ultimate control over both the determination of needs and distribution of resources. Nevertheless, it was felt that many of the private institutions – the universities in particular – could be integrated into a "semi-public" sector and continue to serve the community.

Another dimension of the projected unification was that it would relate to all levels of education. While in some other educational systems the jurisdiction over elementary-secondary schools and universities was separated, the commissioners felt services could be more properly articulated in a single ministry responsible for all levels and types of education. Among other advantages, the new unified structure would give the government control over private, profit-making institutions, such as technical colleges and nursery schools, which had not always operated in the public interest.



The Parent Commission chose a comprehensive approach to Quebec education because under such a system the institutions are broader, and the students are therefore not segregated into rigid streams nor forced at an early age into specialized schools or courses. The commission also placed strong emphasis on general education and guidance counselling so students would not have to make irrevocable choices until the age of sixteen or eighteen.

Although there are differences within the provincial patterns, on the whole, Quebec's comprehensive structure resembles that of most other provinces, including Ontario.

Sixty Regional Commissions Proposed

Faced with the choice between a highly centralized system like that of France or a decentralized administration like those of the United States and Great Britain, the commission chose the latter. It recommended that the 1,600 local school boards be replaced by sixty or seventy regional commissions, each with considerable authority. At the post-secondary level, it proposed that the institutes — or as they have become known, the CEGEPs — have sufficient autonomy to adapt to the needs of their specific communities. For the universities, an autonomous Bureau for the Development of Higher Education was proposed to examine budgets, advise on the amount of grants, and assist in planning future development.

The key to decentralization, of course, is confidence in the authority to which power is delegated. Such an authority must enjoy the confidence of both the ministry which delegates the power and the public which the authority represents and governs. Like the ministry, the authority should be unified so that it covers all elements of society, and friction between competing groups is avoided. Thus, it was expected that the regional school commissions and the Bureau of Higher Education

should operate as unified bodies with a large measure of autonomy.

The fourth guiding principle was democratic participation and the commission made it clear that at all levels of the system the public would be expected to participate. At the summit, the Superior Council of Education, representing the public at large, was to advise the minister, with one of its most important responsibilities being an annual report to the legislature. Various organizations interested in education were invited to suggest persons for the council, but the members were in no way to be considered delegates from any particular group. In the governing bodies of the universities and colleges the commission recommended representation from professors, students, and the public. Another channel for public participation was opened through individual school committees, which with their parent and teacher representation were to assist in operating schools.

Action and Reaction

The Parent Report was presented and published in three volumes between 1963 and 1966. In May 1963, a month after the first volume appeared, the government introduced Bill 60, establishing the Ministry of Education and the Superior Council. The legislation was withdrawn a few weeks later, however, in the face of opposition, particularly from some of the Roman Catholic bishops.

In the months following, an amended version of the bill was introduced. Mr. Gérin-Lajoie toured the province to explain its purpose, there was a lively debate in the legislature, and finally the bill was adopted in March 1964. The resultant political concessions altered the royal commission's original recommendations considerably, especially in the increased power granted the confessional committees and the reduction of the safeguards for Protestant or English representation. Nevertheless, the new act did maintain secular control over the system.

By the time the second and third volumes were published, Quebec's social and political climate had changed noticeably from the relative calm of 1960. In the 1962 election the Liberals had adopted the slogan *"Maîtres Chez Nous,"* which clearly indicated the French-Canadian community's search for identity. By 1963 the FLQ had begun terrorist activities, producing a new source of tension between the two language groups. Nevertheless, the favourable public reaction to the reforms continued during discussions on the changes recommended in volume two. Resistance developed from the classical colleges and some of the universities, however, over the post-secondary changes. There was a growing reluctance among part of the English-speaking community to accept modifications in their institutional structure in order to conform with the new pattern. But after an initial period of delay, the CEGEPs were established even more rapidly than the commission had intended.

At the post-CEGEP level, some commissioners had hoped that the universities themselves would coordinate their operations in view of the need for rationalized expenditures and planning. When universities failed to do so, the government later turned to a solution which the commission had not recommended – the establishment of the University of Quebec.

The commission completed its work in March 1966 only to find the government preparing for a June election. As the final recommendations on local administration and finance would influence the voting, Mr. Lesage only released the third volume when pressed by opposition members. It has been widely claimed that the government was defeated because the Quebec electorate considered the educational reforms too drastic. I believe it is more accurate to attribute the Liberals' downfall to equivocation over the commission's final recommendations, to a large measure of overconfidence, and to the well-organized, active campaign of Daniel Johnson's National Union party. Although the new education minister, Jean-Jacques Bertrand, promised that reform would continue along the lines advocated by the Parent Commission, the last phase – reorganization of local structures – was seriously delayed by the change of government.

The Language Issue

As long as education was a minor aspect of public policy there was no cause for controversy over the language of instruction. After 1960, however, times changed. The new mass media, particularly television, created new opportunities for language use and language learning. Communication between employer and employee became refined because technology demanded a higher level of skill and competence. Rapid transport brought people together more easily and increased meetings between individuals of different countries and continents. Language courses therefore became vital elements in education, both as instruments of instruction and as doors which opened social opportunities.

The French- and English-speaking institutions each taught in the mother tongue and offered courses in the second language, although there was widespread criticism that the programs were not sufficiently effective. The Parent Commission recommended improved methods of instruction, a full range of services in French and English, and parental choice of the school their children would attend. Those ideas seemed reasonable in the atmosphere of the early sixties although, interestingly, in 1964

A Parent Commission for Canada?

The reform movement in Quebec has been more comprehensive, more sustained, and perhaps more consistent than elsewhere in Canada. During the same period, one province, Newfoundland, also attempted a complete transformation of its system. In the other provinces, however, commissions were directed at a particular aspect or level of education rather than at educational policy as a whole. In Ontario the ground covered by the Hope Commission in 1950 was retraced by the Hall-Dennis Committee, and a new enquiry into post-secondary education is still in progress. A Human Resources Council, now being disbanded, was appointed in Alberta to provide a basis for future planning to the year 2000. In New Brunswick and now in Nova Scotia, the administration of education was considered in relation to other social and municipal services.

In several provinces, special higher education studies have been effected and regulatory bodies established for coordinating university development. Provision is also generally being made for some form of non-university colleges. However, the lack of coordination in these studies during the last two or three years is generating initiatives that will increase differences and disparities between the provinces. We have, in fact, been moving towards a provincialization of Canada's educational systems. The nation needs a Canada-wide study of the sort that the Parent Commission conducted in Quebec. □



hen the second volume was published, some
itics complained that the commission had
iled to give precedence to the study of French.
The answers to the problems of language re-
ain evasive and obscure today. There is no
erious challenge to the million English-
peaking residents' right to services in their
nother tongue, although lately there has been
rong support in some circles for requiring
ewcomers or immigrants to attend French-
anguage institutions. The most serious issue,
owever, and one that is frequently over-
ooked, is whether French-speaking parents
hould be permitted a choice. Under the old
onfessional system, transfers between French
nd English schools were kept to a minimum,
artly because additional fees were imposed.
ow, however, with free education, some
rench-speaking parents may wish their chil-
ren to attend English-language schools, at
east for part of their education, and it is dif-
cult to deny them that right.

Nevertheless, some people view such
eedom as a constant threat to French domi-
nance in Quebec. One of the problems with that philosophy, of course, is the method of enforcing conformity. If the parent does not have the choice, who does? Is it, as in South Africa, the school principal or inspector who decides the mother tongue of the home? This could lead to witch hunts and we don't need any more of them in Quebec!

The Problems of Implementation

There have, of course, been difficulties and interruptions with reform in La Belle Province and the implementation of the Parent Commission's four guiding principles. When the Ministry of Education was first established, it was forced to place and classify four thousand civil servants from the old Department of Public Instruction. This problem unfortunately took precedence over the commission's interest in integrating the best elements of the two existing systems and recruiting experienced senior officials from both language groups.

Decentralization has not been possible, partly because the reform of local structures has been delayed, but also because the ministry prefers "deconcentration" – decisions being made at the centre and administered by local officials. Participation has been interpreted by some teachers, school boards, parents, and students as meaning organization into power groups that confront one another, the ministry, and, on occasion, the public.

Amidst those distractions, the improvements in classroom practice and teaching programs have not progressed as far as one might wish. As a result, the student has suffered. Nevertheless, there has been progress. Public opinion has been roused and there are greater expectations of education, even if the specific problems are not sufficiently understood.

In answer to the aroused public interest, the government has taken the leadership in education, appointing men of high calibre as ministers of education and increasing the education budget, which now comprises over a third of public expenditures. Moreover, in recognizing the pluralism of Quebec society, the government has clearly indicated that the system is under secular control – even if it has not yet succeeded in establishing non-confessional schools for all citizens.

Perhaps the most obvious proof of success is the staggering increase in enrolments. Almost all of the fourteen to seventeen age group is in school, and the proportion of full-time students between eighteen and twenty-five is the highest in Canada. Quebec has come very close to universal education, and in addition it now offers comprehensive continuing education.

The thrust of educational development in the 1960s was towards expansion. In the 1970s the emphasis must be placed on quality. If, as Alfred North Whitehead has said, education is the process of learning to utilize knowledge, attention must be focussed on helping new generations come to grips with the knowledge explosion which has occurred in our lifetime and will continue in theirs. For this, the Parent Report and the reforms of the sixties have pointed the way. □

The vice-chairman of Quebec's Parent Commission, David Munroe has had a distinguished educational career which included serving as director of McGill's Institute of Education, assistant to Principal H. Rocke Robertson, and vice-chairman of Quebec's Superior Council of Education. He has just finished a three-year stint as special advisor to the Department of the Secretary of State.

Cracking the two solitudes barrier

In an era when efforts are being made to crack the barrier of Quebec's two solitudes, McGill is stepping up its measures to integrate into the province's French milieu.

"The true separatists in Quebec have been some of the anglophones who have tried to remain separate and distinct from French Canadians. That tendency was traditionally reflected in McGill, but today the situation is different. We have all changed because of the Quiet Revolution. As the men are changing, so are the institutions. As anglophones in Quebec change, so is that English institution called McGill."

Yves Fortier, graduate representative on the McGill Board of Governors.

In the beginning, Burnside Estate was 83.3 per cent French Canadian and 16.7 per cent English. As those familiar with Quebec history might guess, decision making was firmly in the hands of the English minority. Burnside was ruled by James McGill, a Scottish immigrant who had prospered as a middleman in the fur trade. The other residents were his French-Canadian wife, together with her four children from a first marriage to Joseph Desrivières.

When James McGill died in 1813, the Desrivières family remained at Burnside, although legal title passed to the Royal Institution for the Advancement of Learning. After a battle for control which dragged on in the courts for twenty-two years, Burnside's French-Canadian inhabitants were finally evicted, and a college was established on the forty-six-acre site.

Along with the Desrivières family went Burnside's French-Canadian atmosphere. The new college was almost exclusively oriented towards the English population of the surrounding area, although some prominent French Canadians – such as Sir Wilfrid Laurier – did attend the institution, and as early as the 1850s some Law Faculty examinations were bilingual. The leadership of the college took its direction from the home country, and whenever the time came to change principals, the governors would seek "some man of mark in England."

Eventually the ties to Britain weakened as Canada slowly asserted herself as an independent nation. McGill remained the university of English-speaking Montreal, although it was gradually acquiring a significant number of foreign students. The only missing element was a strong francophone representation in the student body.

By the 1950s there were still few French Canadians at McGill other than in the Law Faculty where historically a third of the students have been francophone. Although the French-Canadian students were well treated on campus they found themselves at a tiny English island in the middle of a French sea. Even the athletic encounters mirrored that reality; McGill competed against Ontario universities and colleges from the United States.

Recalling that era, Yves Fortier, a 1958 graduate in law, says, "McGill could just as easily have been an English university in Ontario." However, French Canadians of his time lacked their cultural consciousness of today, and those attending McGill made no special demands on the institution. As Pierre Lamontagne, BCL'58, puts it: "McGill was a great place to be."

But in 1958 the first tremors of the Quiet Revolution stirred McGill. Students joined their French-Canadian counterparts at other provincial universities in a common front against Premier Maurice Duplessis, holding a one-day general strike. The struggle opened students' eyes to the world just outside their anglicized ghetto, and the *McGill Daily* furthered that awakening by printing an illuminating twenty-four-page issue on "French Canada Today," which was completely written by francophones. Among the many contributors were Pierre Trudeau, Gérard Pelletier, Gérard Filion, and Jean Drapeau.

At the faculty level, exchanges were being held between senior bilingual staff from McGill and Laval. In addition, at least some professors were giving serious thought to Quebec's linguistic difficulties. During discussions on Quebec education, Senate accepted the then radical principle that schools should use the second language for teaching grade five or grade six, or both, as well as for teaching certain high school subjects.

Nevertheless, while McGill was far more sensitive to the Quebec reality at that juncture than is commonly believed, the university was far from being a haven of biculturalism. In a brief to the Parent Commission on Quebec Education, McGill admitted that, "Between McGill and the University of Montreal there are few exchanges; their relations are literally, as well as figuratively, ultramontane. All of us can at once recall exceptions, but the daily rule is for us to go our separate ways. At a recent scientific congress at the University of Montreal, not one of the forty McGill graduate students attending had ever previously set foot in the main buildings on Mount Royal Boulevard."

In the early sixties the Quiet Revolution struck Quebec with incredible velocity, setting loose the forces which would dramatically alter French Canada's expectations of McGill. However, the university was, in novelist Hugh MacLennan's words, "sound asleep."

The campus was aroused to some extent in the mid-sixties when students engaged in a student battle over the merits of joining the Union Générale des Etudiants du Québec (UGEQ). After twice rejecting membership in the nationalist, unilingual union, students reversed their field, as did Students' Society President Jim McCoubrey, who declared that "the time is long overdue for English-speaking students to assume a role in Quebec affairs. We must begin working alongside French-speaking students with the interests of Quebec at heart."

The *McGill Daily*, as an outgrowth of its interest in anti-establishment forces, alerted students in this period to the social and political convulsions rocking Quebec, while a more moderate group of students organized the McGill Conference on Quebec Affairs – a three-day seminar featuring noted speakers, a bilingual rock show, and exhibits of French-Canadian art and writing. However, the vanguard of students trying to promote an awareness of French Canada met with strong resistance from their confreres. When the *Daily* put out an issue in French the Students' Council office was besieged with complaints from students and their parents.

Learning French the Hard Way

The university's staff also began to become involved with French Canada in the sixties through the regular trips to Quebec City for government funds to finance McGill's expansion. Certainly all McGillians learned at least one new French word – *rattrapage*. The government was determined to strengthen the francophone universities, which were woefully lagging behind McGill. Although the university supported that goal, it could not accept the resulting limitations on its own growth. Moreover, McGill suspected that the *rattrapage* policy was only a camouflage for discrimination against it as an English institution.

"McGill University has been the subject of abuse on the part of a few outspoken critics for having done what we consider to be its proper job," charged Principal H. Rocke Robertson in December 1966. "It has, unfortunately, been singled out and isolated from its sister institutions in the province by those critics who have scorned it for being – in their terms – 'scandalously' prosperous; for having achieved its prominence with the financial sup-

rt of English-speaking philanthropists and
lustrialists; for having educated and for con-
uing to educate a relatively small but signifi-
nt number of students from outside the prov-
ce; and for having built up its research facili-
s to the point where foundations and
encies find it worthy of support."

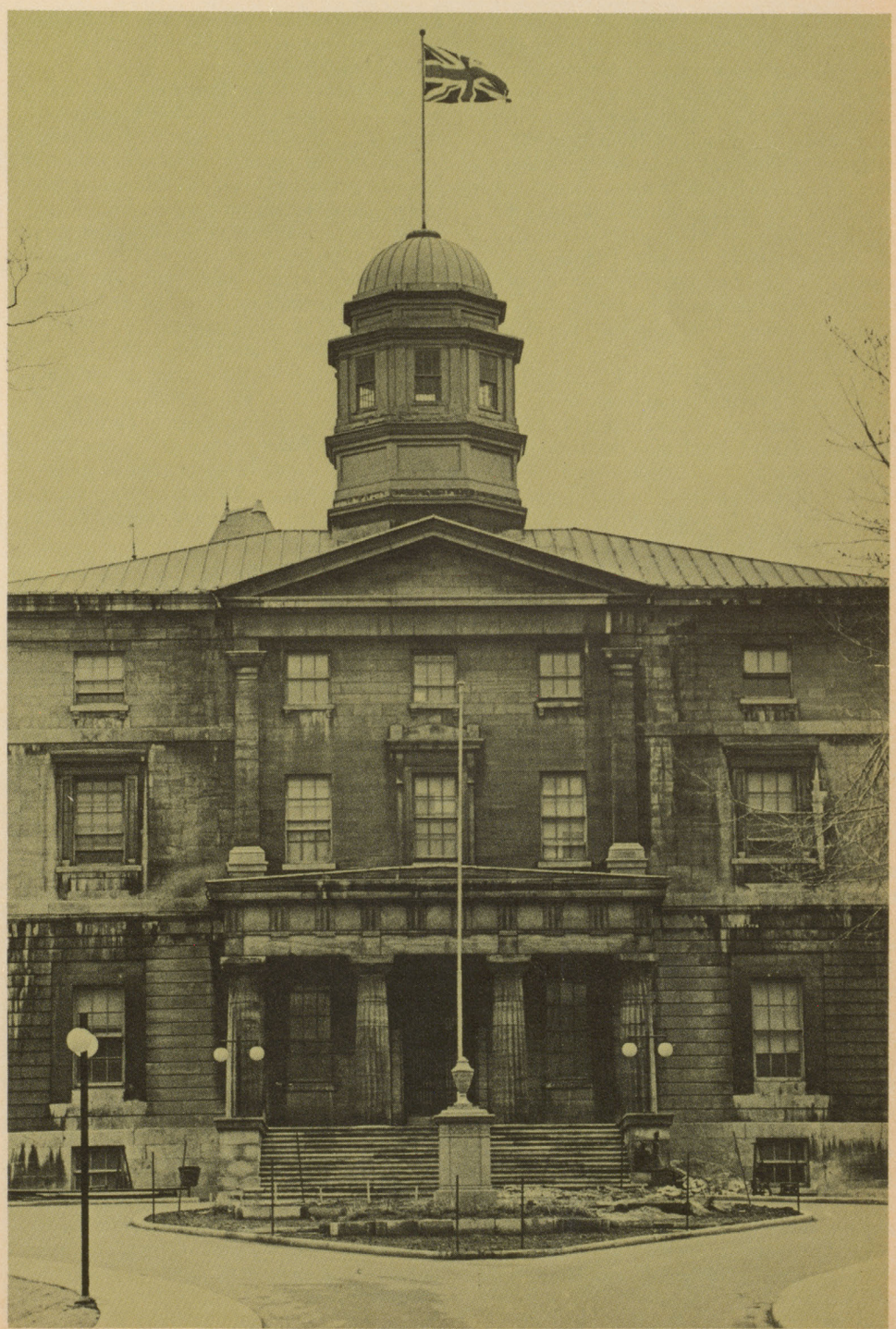
Robertson's attack was directed at the gov-
ment and its civil service, but he was to re-
ive vivid proof that many Quebecers shared
e antagonism towards McGill. In March
69 the province became bitterly divided over
massive demonstration calling for: a three-
ar program to transform McGill into a
ench-language university; the admission of
thousand allegedly displaced French
GEP students to the university; the reduction
McGill's fees by $200 to put them in line
th those of the University of Montreal; the
olition of the French Canada Studies Pro-
am "which studies the Quebec people like
lgar 'natives' "; and the opening of the
cLennan Library to the public. Seven thou-
nd people marched on Roddick Gates, while
near-hysterical city anticipated the physical
struction of McGill and the summoning of
e army to quell rioting.

As it turned out, the march was tame and
e only damage to McGill was psychological.
McGill Français was to the university what
e bombs in the early sixties were to the prov-
ce," observes Yves Fortier. "Changes which
herwise would not have occurred happened
a result. That demonstration alerted us to
any wrongs that maybe in our smug com-
rtable homes we did not want to notice."

Although most people considered the stated
rposes of the demonstration to be ridiculous,
e march did stimulate debate on the sensitive
d complex issue of whether McGill is suf-
iently integrated into the Province of
uebec. Unfortunately, McGill suffers in such
scussions from society's lack of consensus
er the function of universities. Some people
ntend that universities exist simply to teach
uth and to further knowledge through re-
arch; others expect them to act as universal
cial agencies handling humanitarian projects
d involving themselves in social reform.

Thus, Arts Dean Robert Vogel dismisses the
sue of McGill's role in Quebec as a red her-
ng, refusing even to discuss it, and Hugh
acLennan declares, "McGill has always
en involved in the life of the province. Any
gument to the contrary is utter nonsense."

n the other hand, outspoken History Pro-



fessor Laurier LaPierre, among others, makes a strong case for the thesis that McGill and other universities are not adequately fulfilling their role in the province, stating: "I am not sure any Quebec universities are satisfactorily integrated into their milieu. It is not just the nature of McGill not to be integrated. It is in the nature of universities not to be integrated, and that is why they are in trouble all over the world. The universities have a social responsibility to be not only *in* a place but also *of* a place. That involves awareness of and participation in the milieu as well as the function of just educating. Universities have never fulfilled that social role."

An evaluation of the university's integration into Quebec is further complicated by the province's dual culture. The university has maintained that it is well integrated into the English community and involved to a lesser extent with the French community. However, running through the attacks made upon the university has been the implication that English residents of the province are not true Quebecers and that McGill can only properly serve the province by integrating into the French milieu. On that point, McGill Society of Montreal President Pierre Lamontagne retorts, "The issue facing the university is not to make McGill more relevant to Quebec society. The problem is to explain to Quebec society how McGill is relevant to it. We have to sensitize the powers that be to the fact that McGill is not a foreign element. It is very much part and parcel of Quebec society."

Frost to the Defence

One man who has never been reluctant about publicizing McGill's involvement with the community is Vice-Principal Stanley Frost. Just prior to the McGill Français demonstration, when anglophone-francophone tension was at its peak, he wrote an extensive list of university services for Montreal *Gazette* readers: "The university trains, and has done for a hundred years (long before the province could be persuaded to take an interest in the matter), all the Protestant teachers in Quebec. McGill also operates the McLennan Travelling Libraries for English-speaking rural populations throughout the whole province from north of Ottawa to the Gaspé.

"McGill regulates the daily diet of thirty thousand cows in Quebec, the vast majority of which belong to French-speaking farmers. McGill runs a soil analysis diagnostic and prescription service in whatever language the bacilli happen to prefer. McGill's Montreal Neurological Institute cares for damaged brains, oblivious to whether the speech-facility areas are charged with French or English vocabularies . . . . McGill has built up her libraries – again long before the provincial government could be persuaded to take an interest in these things – and McGill has put these libraries at the service of qualified users of this province for over a hundred years. The McGill Medical Library may be freely consulted by any physician in the province and is, in fact, very heavily used by them. Montreal lawyers frequently consult the McGill Law Library. The clergy of Quebec traditionally have access to, and make constant use of, the Divinity Hall Library, the best theological collection east of Toronto, certainly, and probably the best in Canada. The Industrial Relations Institute offers a labour contract information retrieval service, much used by both trade unions and employers alike – and in both languages."

Principal Bell takes a similar tack in his public pronouncements. He points to the legal, dental, medical, and architectural services provided by students. He stresses McGill research innovations that have aided society and emphasizes that the university's "graduates in commerce, engineering, and science are found all through those enterprises that are the economic lifeblood of this province."

While there is general agreement that McGill plays a valuable role in the province through its graduates, some people become incensed when the point is raised and lash out at McGill for not properly educating its students for life in bicultural Quebec. Dr. A.J. Roche, MD'63, wrote the *Gazette* in 1969 to complain that "McGill, located in the heart of Quebec, has done virtually nothing to improve the understanding by the English of the culture, the problems, or the aspirations of French Canadians. McGill has always, and only, educated those destined to live in the English ghetto of Quebec."

Laurier LaPierre is even less kind to McGill than Dr. Roche. From his speaking tours of Graduates' Society branches, while in his "This Hour has Seven Days" heyday, he found that "McGill graduates are people who have lived their lives in utter and complete ignorance of Quebec. Some who are managers of important industries have spat in the faces of French Canadians, have refused to admit French as a language, and have not bilingualized the services they offer. The graduates of McGill have not at all helped the process of the unification of this country."

Such attacks, harsh as they may be, are in good measure accurate. The university admitted in its 1965 brief to the Royal Commission on Bilingualism and Biculturalism that most McGill students "have graduated without serious knowledge of the French culture of Quebec." The university promised to rectify that situation and idealistically advised the commission that "it stands ready to act as a willing broker of ideas and sensibilities between English- and French-speaking Canada."

In retrospect, not enough has been done to match the utopian aspirations of the B&B brief (see page 38), and the document still stands as a challenge to McGill from McGill. Vice-Principal Michael Oliver, once a leading exponent of the concept of McGill as a broker between the two cultures, now sees that as a difficult role for the university because French Quebecers prefer to be their own spokesmen in dealing with other Canadians. On the other hand, chemist Leo Yaffe, a member of the province's all-important Council of Universities, feels that McGill cannot escape being an informal interpreter of Quebec. "If I go out to give a scientific talk in western Canada, it is not very long before the discussion veers around to French Canada and its problems," he says.

One means by which McGill has attempted to explain Quebec to both students and the public has been through the French Canada Studies Program. Unfortunately, the program has had a rocky existence since its creation in 1963, suffering from lack of direction, insufficient financing, and public criticism. The unit has rebounded, however, from its apparent demise of last year when its budget was cut to zero by the Faculty of Graduate Studies and Research and promises to flourish in its new home in the Faculty of Arts (see page 51).

McGill could contribute to a better understanding of French Canada in an even more practical way – by helping its students improve their French. Theoretically, most McGill students should have learned French before entering the university, and Principal Bell therefore observes that holding remedial French classes is technically similar to giving remedial arithmetic courses. Nevertheless, in a survey two years ago only 29.5 per cent of students claimed an ability to speak French well. With employment now having an increasingly bilin-

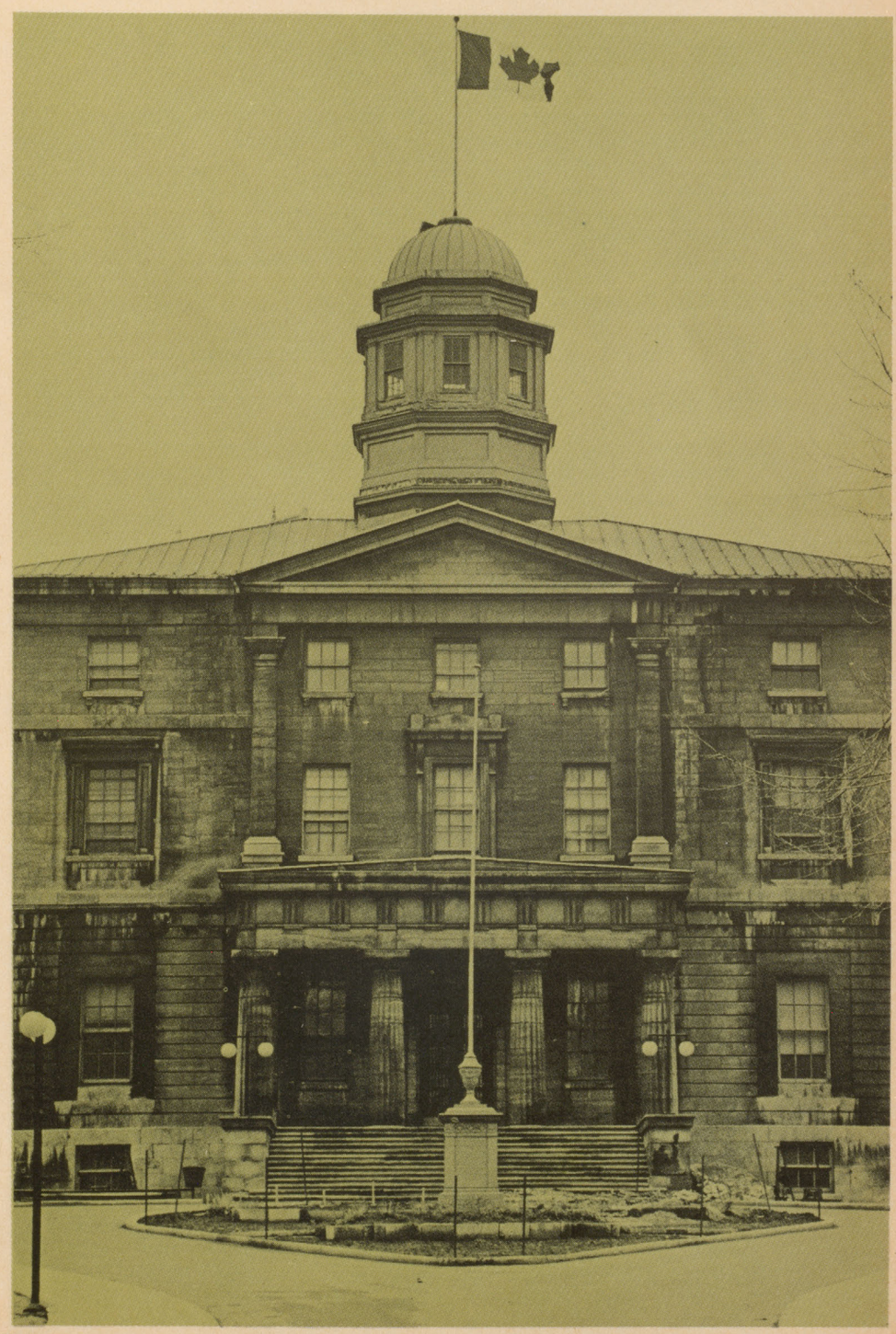
l emphasis, students are turning to McGill training in this most important area. ome programs have been instituted in this ere and other plans are being considered. e professional Faculties have all recognized ir responsibility to ensure that graduates are are of French vocabulary related to their cific disciplines. Also, McGill has applied a federal grant which would allow the uni- sity to expand its second-language training, d it is considering the suggestion that a ond-language centre might be set up in the for use by all the universities and CEGEPs.

Gill's Integration Improving

hough the university's integration into the glish milieu is far from perfect, in the past years the situation has definitely been im- oving. Similarly, McGill's integration into nch Canada can be expected to develop. the society of the 'two solitudes'," the uni- sity told the B&B Commission, "it was al- st inevitable that McGill should participate and transmit the standard of one of the soli- des, even as l'Université Laval and l'Uni- rsité de Montréal transmitted the standards the other." Now, when an effort is being de to crack the two solitudes barrier, McGill pects to be in the forefront.

The prime service McGill can offer the nch community is education for franco- one students. Traditionally, McGill has car- d out that function to some extent, as *La esse* editorialist Renaude Lapointe dispas- nately noted in the heat of the McGill ançais tumult: "If officials at McGill took e trouble to pick out the names of all French nadians who have attended McGill since it s founded, either to complete their studies, perfect their knowledge of English, or even teach, there would be a sizeable number who ve distinguished themselves nationally and ternationally."

Nevertheless, it is still true that, on the ole, French Canadians at McGill used to be arity; today they are becoming common- ace. This year 10.3 per cent of students are nch, double the proportion of six years ago. cGill officials expect and hope that the fran- phone presence will continue to increase. At e same time, the university is reluctant to un- rtake a high-pressure recruiting campaign r French students. "In our society, where we not direct students to universities," notes o Yaffe, "McGill's francophone student pulation should increase naturally."



The Willing Broker

Lofty aspirations uttered in ambitious moments have a way of coming back to haunt you. So it is with McGill's 1965 report to the Royal Commission on Bilingualism and Biculturalism, a brief drafted in those heady days of the Quiet Revolution and the federal government's fond acceptance of the "two cultures" concept. Under the leadership of Law Dean Maxwell Cohen, seven McGillians, attuned to the transformation Quebec was undergoing, elicited comments from the university community and wrote an inspiring vision of McGill's role in Quebec and Canada. Their words remain as vital today as they were then. Some excerpts:

- There are two major dimensions to the role of a modern university. The first is its universality. Language, culture, and social milieu are factors that influence the quality and style of its activities, but to be worthy of the designation "university," it must have a commitment to the quest for knowledge that transcends these particulars. The second dimension is its involvement in the society of which it is a part. The role of educational institutions generally is to nourish and develop the culture of the society in which they exist.
- It cannot be doubted that the location of English-speaking universities in Quebec can be of inestimable benefit to the whole of English-speaking Canada, as a means of fastening the duality of Canadian culture and encouraging the growing understanding between English-speaking universities in other provinces and French Canada. McGill can serve as a means of nourishing fruitful relationships between the two university systems and between the intellectual and scientific elites who must be committed to cultural duality if Canada is to make the most of its dual heritage.
- In meeting the challenge of the new Quebec, McGill must learn from her failures as well as her accomplishments. She has attempted to maintain cordial relations with the French-language universities. French-speaking students have always been welcomed, and many are among her most distinguished graduates. Nevertheless, the fact remains that most of her students in the past have graduated without serious knowledge or appreciation of the French culture of Quebec. It is clear that, as Quebec moves towards a more "open society," the respective integrity of each of the English- and French-speaking partners must be strengthened and, at the same time, the two communities must be brought into a closer and more sympathetic understanding with one another.
- The existing links between McGill on the one hand, and the French-speaking universities on the other, should be greatly strengthened. McGill cannot be classed as simply one of several large Canadian English-speaking universities. The accident of its location is becoming one of the most important facts about it. McGill has become fully conscious of its important position. It stands ready to act as a willing broker of ideas and sensibilities between English- and French-speaking Canada. Indeed, in every respect, this university is ready to play a most active and vigorous role in the new Quebec. □

The discipline that has the most French-Canadian students is law, where francophones form 26 per cent of the overall student body and 35 per cent of the BCL program's population. Graduate studies and research has a large French presence, at 13.2 per cent, as does management, whose 14.7 per cent enrolment figure belies the accusations that it is doing nothing more than training English Canadians to be the bosses of French Canadians.

The changing composition of the student body makes it imperative that McGill modify its use of the French language in order to better accommodate francophone students. Again, the Law Faculty is well ahead of the rest of the campus and might offer a model for the future. Although all compulsory courses remain in English, it is common to give certain sections of such courses in French, and various electives are offered in French, depending upon their subject matter and the professor. Moreover, as many of the professors are bilingual, questions posed in French during any class are frequently answered in that language. Finally, students are permitted to argue moot court cases in French and – as in all McGill Faculties – to write all examinations and term papers in either language.

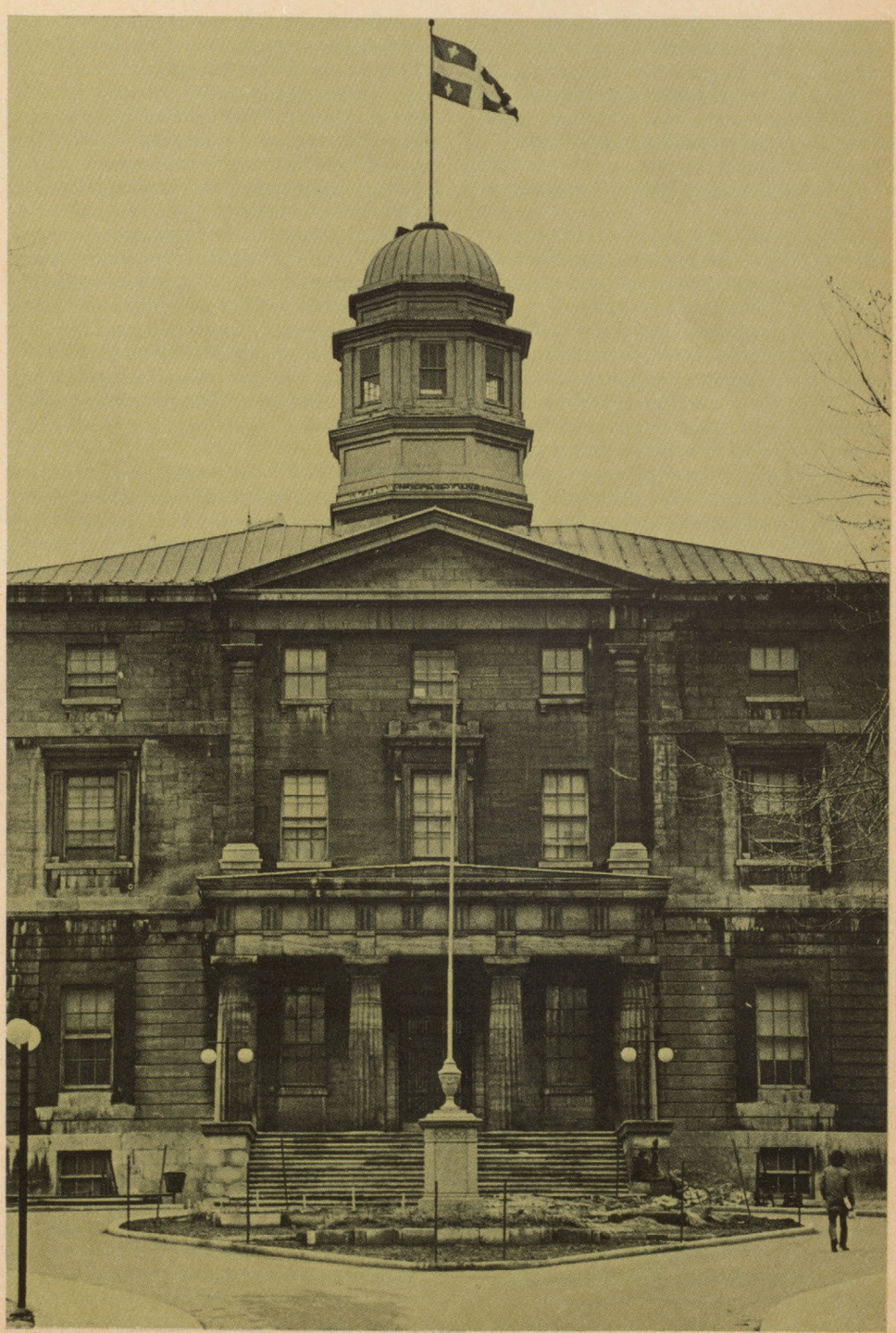
The university's Subcommittee on the Use of French has suggested that all administrative services be capable of handling student requests in French. The subcommittee's belief is that a student seeing a guidance counsellor or explaining a medical problem at the health service should not have to function in a language in which he is not fully competent. Implementation of that proposal has been slow, but Personnel Director Paul Matthews does detect an increase in the number of departments seeking bilingual staff to replace departing employees.

Another way McGill might improve its integration into the French community is by encouraging more research with direct implications for Quebec. "There are certain areas at McGill," Robert Bell candidly told Ottawa graduates last year, "mainly in the humanities and social sciences, which have not been closely concerned with the life and society of Quebec. McGill has not been outstanding for studies of Quebec history or for studies of French-Canadian literature. However, McGill as a whole has been less strong in these areas because the emphasis from the earliest times at the university has been on science, engineering, and medicine."

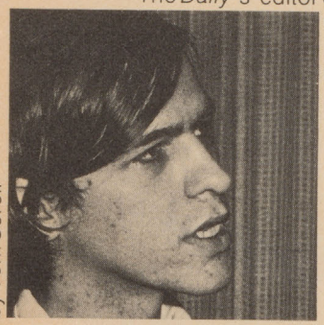
As the French Canada Studies Centre expands, it will increase the research done on provincial problems, both by its own research efforts and through the greater interest in Quebec it will spark at McGill. Moreover, the extent of current research on local problems tends to be underrated by McGill's critics. Even the sociology department, which because of its highly American staff is often dismissed in disgust as a source of solid research on Quebec problems, has carried out significant studies on bilingualism and rural voting in Quebec. "The staff members may be American in origin, but it is fair to say that they have, once they have come here, taken a lively interest in the social scene," comments Vice-Principal Frost.

McGill officials are also quick to explain that not all research projects need to be specifically concerned with Quebec for the university to have an impact on francophones. "It would be ludicrous for all our teaching and all our research to be using only Quebec examples. There are many things that have relevance for the province which researchers might focus on. Work that is done on economic theory, for example, may have a very direct application to Quebec even if it is being carried out at a higher level of abstraction," asserts Michael

ver, who will be leaving McGill in August
ecome president of Carleton University.
nother form of involvement in French
nada comes through the university's links
h its sister institutions in the province.
ose ties are at present being greatly ex-
ded (see page 43). More and more joint re-
rch ventures are being established. Ex-
nges of staff between universities are be-
ning more common. In addition, the various
versities are establishing administrative
uctures to help coordinate activities and fur-
r the flow of ideas. The Conference of
tors and Principals, a voluntary association
rovincial universities, has over thirty com-
tees considering various aspects of univer-
operation. McGill is an active participant
he conference, and in 1969-70 Rocke
bertson served as its president.
A further form of involvement by McGill
rench Canada is its increasingly friendly
ationship with the provincial government.
act, McGill administrators are effusive in
ir praise of the new atmosphere which has
ulted partly from Dr. Bell's cooperative ap-
ach towards Quebec City and partly from
summer's joint McGill-government study
he university's financial position, which de-
nked myths on both sides. The Council of
iversities' Leo Yaffe talks of "the new breath
fresh air in the relations between the gov-
ment and McGill." As is his nature, Prin-
al Bell is more guarded: "In the last six
nths we have had some of the best meetings
grants and grant policies with the govern-
nt that we have ever had. I think the Depart-
nt of Education people have learned a lot,
d I know we have learned a lot."
This year's provincial grant to McGill of
.3 million, ironically announced three years
he date after the McGill Français demon-
ation, represents a healthy increase over the
vious year and supports the talk of a more
sitive atmosphere in relations with Quebec
y. Reflects Vice-Principal Michael Oliver:
he grant is a clear vote of confidence for Mc-
l on the part of the Quebec government and
hould allay fears that McGill's future in
ebec was dubious. I think that, in a fairly
manent way, McGill is being seen as one
he major universities in the Quebec system
igher education. One has every reason to
ieve that role will continue." *H.S.*



McGill and Quebec: Two students



The *Daily*'s editor contends that when the Quebec struggle is accurately depicted, "McGill students will see that their interests are much the same as any person in Quebec."

by Tom Sorell

The question of McGill in Quebec is disturbing, but most people find it so for the wrong reasons. The few individuals who *ought* to be worried, the administration and the Board of Governors, have simply tried to overcome their fears by working the problem into a comfortable public relations repertoire which has been updated to include "social awareness" and "biculturalism."

At the bottom of the anxiety over the question of McGill in Quebec is the apprehended threat to the university's vested interests. It is trite to say that Quebec finds itself now in the midst of social upheaval. It would be a mistake, however, to interpret political movements in Quebec as a mere series of disjointed responses to a long history of corruption. That would amount to no more than liberal rebelliousness. What we in fact have in the province is a pre-revolutionary situation. For liberals who would prefer not to see things that way, the point has been driven home more than once this past year by mass-based labour actions which have threatened not just to gum up the works for Premier Bourassa but to explode the works altogether.

Although the militancy is a threat, it is a menace only to the small group of individuals with monied interests in Quebec: individuals who own large enterprises or who take care of business for American corporations. McGill's governors have a perfect right to feel threatened by political action in Quebec since, with few exceptions, they are the very individuals with such interests. And so those men can be expected to sweat. And the administration, which does its best to preserve ties with those men, can be expected to sweat along with them.

The point is that they are not the only people who worry about McGill in Quebec. Students do too, though I doubt that they are so upset as to be sweating about the problem. But students are also among the people who worry about the question for the wrong reasons, and it is important to understand why.

For a start there is McGill Français. While that demonstration was aimed at making the university serve Quebec students immediately, it also protested vigorously against the economic interests with which McGill has always been connected, interests which have worked to rob Quebec of its natural resources and which have consistently exploited Quebec workers as a cheap labour storehouse.

Yet it was also assumed by supporters of the march that the McGill student was assured of a place in the self-perpetuating English elite in Quebec and that his interest lay with the English oppressors. That assessment depended on an analysis of McGill students, in class terms, as sons and daughters of the thriving Anglo-Canadian bourgeoisie along with a few token representatives of the smaller, indigenous French-Canadian bourgeoisie.

At least two mistakes were made in that appraisal. First, the analysis of exploitation was based on the premise that the split between oppressor and oppressed was essentially between English and French. The second error lay in the assumption that the McGill student *could* automatically enter the ruling class and, further, that he *would* unless the facts were made clear to him.

"You are a McGill Graduate"

But how were the proper facts presented to him? In such a way that the McGill student would act out of guilt rather than out of a positive intent to struggle with French movements for the liberation of Quebec. A "liberated advertisement" composed by the 1968-69 *McGill Daily* provides an example: "The Noranda Group of Companies offers a wide range of opportunities to find out about the colonial situation in Quebec . . . . But there are a few things you would notice, even in your sheltered position . . . . You might look at your colleagues, for instance, and notice that very few of them have French names. You might see that all of Noranda's business is conducted in English and, in a province where 80 per cent of the people speak French, you might find that somewhat anomalous. Except you are used to that sort of thing: you are a McGill graduate . . . ."

The people who presented such facts had a convincing analysis of imperialism but little faith in students. Their lack of confidence rested on their belief that McGill students were isolated from Quebec, isolated from the society and its problems. Whether or not that assessment was valid in 1969 is less important than the fact that it is no longer true. Students are as aware as anyone else that something is fundamentally amiss socially and economically in Quebec. But so long as Quebec is presented to them as something "out there," they are without any clear option with regard to political action.

In some important respects, McGill students know that their own economic prospects are not much better than those of most Quebec students. There is no reason to believe they are not in sympathy with ordinary workers who have already felt the effects of economic repression. But they are justifiably wary of the French-English dichotomy which is promoted by some minor political groups as the fundamental issue in a program of political change.

When the positions in the Quebec struggle are accurately depicted – the opposition between native monied interests and their American branch plant cohorts on the one hand, and plain people, including students, who are victims of their control, on the other – McGill students will see that their interests are much the same as any ordinary person in Quebec.

The official McGill policy of promoting biculturalism in the face of that political reality is therefore an empty response. No number of bilingual secretaries or other reactions to the bogus language question will compensate for the misreading of the situation. While McGill has finally recognized that its position in Quebec is problematic, how will French courses for its faculty solve the problem? How will token cooperation with other Quebec universities make the university legitimate? McGill has a recent history of attempts to appease the Quebec government. But its cooperation with the Bourassa regime has not won the kind of financial aid that will make the university secure for any significant length of time.

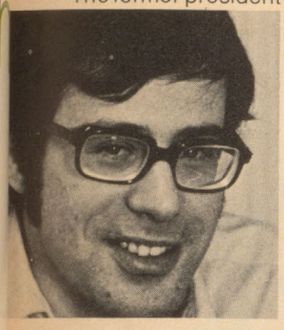
More importantly, those actions demonstrate that the university in official word and deed has not learned the very important difference between serving the Quebec government and serving the Quebec people. Bourassa's present policy of attracting American capital and of training Quebec technocrats to manage such investment was framed in large part by the government's Conseil Général de l'Industrie, several of whose leading lights also shine on McGill's Board of Governors. The recent budget plan for the university coincidentally provides for a 54 per cent increase in the Faculty of Management's budget over the next four years. It doesn't seem as if those rallies of ten thousand workers in the Forum impress McGill's planners very much. Perhaps they don't understand the connection.

But this was all to be expected. When you feel threatened you sometimes sweat so much that it's almost impossible to see. □

A fourth-year honours philosophy student, Tom Sorell edited the McGill Daily *this year and is a member of the* McGill News *Editorial Board.*

speak out

The former president of the Students' Society argues that "everyone within the McGill community is well aware of students' apprehensions about their future in Quebec."



no secret on campus that many students departing Quebec after graduation as dipnats of ill will for their native province. ere is never any surprise expressed when a ow student exclaims: "What the hell. Give m the province. At least we can return after Americans come in to capitalize on provinl bankruptcy." Everyone within the McGill nmunity is well aware of students' appresions about their future in Quebec, yet noly is willing to publicly come to grips with serious matter. The truth should not be den. There is only hypocrisy in the ispering; the facts must be exposed and dissed by all.

What is in this province for the Englishaking student? In what can he take comfort? n unemployment rate of at least 10 per cent all Quebecers reassuring for the graduating dent? Is the obvious inequitable treatment McGill by the civil service during the sixties posed to breed confidence in McGill's fue and the future of English Quebecers? Does s year's equitable grant to McGill really inate a change in Quebec government policy vards the English?

There is a sad feeling of despair prevalent ong the McGill students I know. The cancer nalignant and is killing the morale of what s once a high-spirited campus. It is tearing ay at the already flimsy fabric of rapport been the Quebec government and Englishaking youth.

dents Remain Skeptical

ere are four main causes for this antiebec attitude. The first is the long history discrimination against McGill by the Miny of Education. Its policies concerning the ministration of education, the financing of iversities, and McGill's role in the provincial cational structure reek of ignorance and s. While many people are hailing this year's ourable grant to McGill as a sign that the vernment is finally trying to provide highality education for all Quebecers, students nain skeptical that the vindictive actions of past decade have truly ceased.

Secondly, in these days when intercollegiate tball is only a minor attraction, Quebec's liticians have turned university educational licy into a unilaterally-played game of polit-l football – with McGill as the ball. Each ar when the civil service forwards its grant ommendations to the government, and the liticians decide to reduce the proposed global expenditure for universities, McGill is strangely chosen by the cabinet to receive the brunt of the cutback.

Possibly the most disturbing aspect of this "non-contest" between McGill and the government has been the deafening silence of those cabinet ministers who consider themselves spokesmen for English Quebec. Certainly they have not inspired among students any confidence in Quebec or in the political process. Perhaps they really have tried to help, but their efforts have carried no weight. Or perhaps they simply do not care. In any case, the glowing testimonials to those men from McGill administrators will not alter the truth. The university is being sold down the river, and those so-called "leaders" – our "spokesmen" – have been "jobbers" for that sale.

Confusion or Hypocrisy?

Thirdly, and perhaps most importantly, there is the part McGill has played in generating a distaste among students towards the Quebec scene. To be generous, one would note that confusion and inconsistency have been the only constant factors in McGill's policies and announcements. Hypocrisy might be a more apt description.

The development of McGill's financial policy for the next four years provides an interesting example of the dishonest approach practised by university administrators. First, the principal announces some sweeping changes in the university's fiscal policies. The new program seems alarming to some, practical to others. In any event, the Board of Governors announces its enthusiastic support for those policies – which, of course, have actually been pronounced and delegated by the province in any case. Later, in reaction to some criticism on campus, the governors retreat from their professed enthusiasm. Soon they claim that they were forced into the mess, that they were at no time in favour of such policies, and that they really agree with all the criticisms of the four-year budget plan, but, like it or not, the policy is here to stay.

That practice of hypocrisy just alienates the university from the only supporters it might have from the start – its staff, students, and graduates. The credibility gap is a very practical problem at our university. Unlike unsuccessful experiments in a physics laboratory, experiments with the credibility of McGill leadership destroy not a molecule but a university.

Finally, McGill students have not advanced their own cause. Prone to laziness, they have ignored a crisis situation, and their apathy has made the attacks on McGill that much easier. Content with reading the *McGill Daily*'s regular propaganda for separatism, the students have permitted their leaders to carry out a policy of non-concern – if not support – for the anti-McGill policies emanating from Quebec City.

Some Immediate Steps

Solutions to the problems facing McGill cannot be flippantly proposed. Nor can they be expected to be instantly successful for, in the long run, there must be a change of attitudes in the province. Nevertheless, some immediate steps can be taken.

A good start would be the introduction of more French conversation courses – even at the expense of some French literature ones. The McGill graduate does not need Flaubert. He desperately needs to know how to converse fluently in the official language of his native province, however.

In addition, a department of Quebec studies should be established at McGill. The French Canada Studies Program which we now have is an example of reverse discrimination because it looks at only one element of the province's population. Any accurate study of the province must take into account that Quebec is composed of two elements – English and French – each of which has contributed to the province's culture, politics, and history.

Finally, McGill must take a lead as an English-speaking Quebec university and not be forced by the province to become anything less than that. If the University of Montreal, Laval University, and the University of Quebec can be proud to be French universities, McGill must be just as firm about its role as an English university. University administrators believe that is, in fact, our role; they should not be afraid to express what they truly believe.

In the final analysis, however, none of those changes will help unless attitudes change. And no government can legislate attitudes. Attitudes will only change when we all put aside our petty, past disputes and forge a *front commun* to build a better Quebec, a province with a great future for French and English alike.□

A first-year law student, Richard Pomerantz, BA '71, is former president of the McGill Students' Society.

On framing a language policy

Should McGill be English, French, or bilingual? That was the controversial question grappled with by the university's Subcommittee on the Use of the French Language.

by John Trentman

As McGill University continues to define its role in Quebec, the lessons learned by the Subcommittee on the Use of the French Language are going to assume greater importance for two reasons. Firstly, since the problem of communicating in French is basic to increased integration into the province, some of the committee's recommendations will form the basis for a further expansion of McGill's French-language services. Secondly, the obstacles to obtaining a consensus faced by the subcommittee are likely to emerge again and again as discussion continues about the proper relationship between McGill and Quebec's French-speaking majority.

The committee's difficulty in trying to reconcile the opposed views of its members was heightened by the tense political atmosphere surrounding the McGill Français march. Actually, the idea for the subcommittee predated the McGill Français demonstration by several months, but by the time membership was agreed upon, the march was anticipated, and the university and province were embroiled in controversy. Care had been exercised to choose committee members who represented a wide diversity of views. Unfortunately, after the demonstration, those divergent viewpoints tended to emerge as firm political stands. We had a few members whose goal was an exclusively French-speaking McGill, some who favoured a bilingual policy, and others who felt the university must remain English-speaking while making some linguistic gestures toward Quebec's French-Canadian majority. In the course of discussions, members sometimes found it difficult to draw back and look at their own political positions critically.

The strong political overtones of the language issue created yet another dilemma. Many members felt that a decision on language policy was beyond McGill's authority because a university should not take political stands. For McGill to decide either to become French-speaking or to remain in perpetuity an English university would be to take a political position about language in the province or to imply the existence of such a political stance. Undoubtedly all committee members had views about a language policy for Quebec, but it did not seem to be the prerogative of the committee or the university to state, even by implication, what the province's language policy should be. That is the duty of all the citizens of Quebec to consider in collaboration with all Canadians.

Nevertheless, even though the subcommittee could not recommend a general language policy, it did suggest some particular changes the university could undertake. Unfortunately, relatively little has happened in response to those proposals. We had hoped, for example, that those university services which involve encounters with French-speaking students or the outside world might be able to carry on their business in French. The impression I have received, however, is that it is at present no less difficult for a French-speaking student to get elementary information in his native tongue from those offices than it was before the report was approved.

Yet, to the committee, having a degree of bilingualism in all administrative offices was a major concern. No matter what the general linguistic policy of McGill, a university that is located in a community where two-thirds of the populace are French-speaking should be able to organize itself so that members of the majority group can at least get rudimentary information in their own language.

Administrators Should Speak French

There were several recommendations made by the committee to achieve that end. First, we suggested that all administrators from the level of departmental chairmen on up should be able to "understand French and speak it tolerably well." We did not feel that they need to be able to carry on a very sophisticated French conversation, but at least they should be able to handle someone who calls and asks for information or who wants to meet with them to discuss the requirements for graduate studies within the department.

However, our parent body, the Academic Policy Committee, had grave misgivings even on that mild proposal and substituted a somewhat weaker suggestion. The belief was that in certain situations a McGill department might be confronted with a choice between one professor who would be unsuitable for the chairmanship in every respect other than his ability to speak French and another who would be excellent in every respect but one – his inability to speak French. Admittedly, that would be an extreme case, but it is probably not so farfetched in light of the dearth of current McGill staff members who can speak French even passably. Nevertheless, I think our proposal should have been accepted – at least as a goal towards which the university could work.

Similarly, the committee recommended that any administrative office which has contact with the general public should have at least one member of the secretarial staff whose French is good enough not only to answer enquiries but also to handle French correspondence. In my estimation, that too is still a goal for McGill rather than a present reality.

The committee also proposed that statements for publication outside McGill – bulletins, publicity of university activities, and announcements of courses – should be available in both French and English. Realizing, however, that a program announcement in French might cause people to think the course itself was offered in French, the committee advised the university to take care not to mislead people about the language actually used in announced activities.

Teaching Must Remain English

When the committee started talking about instruction, it ran into quite different practical problems. Statistics suggested that not many McGill students whose native language is English were very keen on having their courses in French. Moreover, apart from a relatively small number of faculty members whose mother tongue is French, precious few could successfully teach in acceptable French. If forced to, we could, of course, somehow mutter something in French – but it would not be French of the sort one expects from a university professor. University teaching requires an extensive command of the language of instruction. The present working language of most of us is English, and the academic quality of McGill would likely suffer if the present staff were forced, or should decide, to carry on its everyday activities in French.

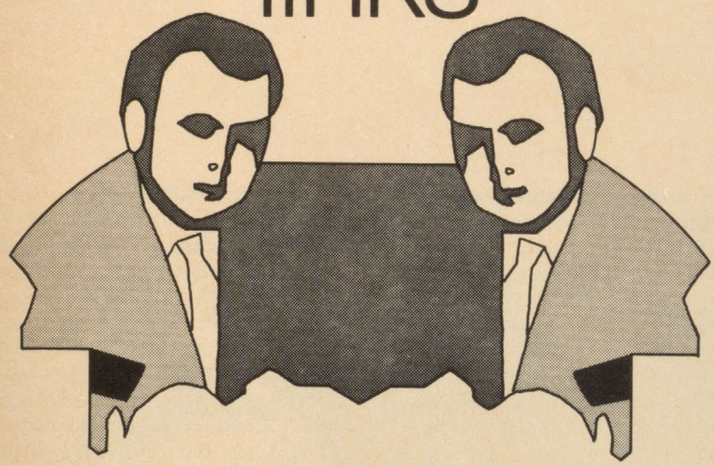
The committee's comments on the language of courses do not mean the university cannot provide opportunities for French-speaking people to find out what McGill is doing nor that it should not step up its efforts to improve the French of the present staff and students. But if our first priority is to do our best academic work, and if the composition of student body and teaching faculty does not change radically, McGill will have to remain primarily English for the present, and, indeed, for the foreseeable future. □

John Trentman, head of the department of philosophy, chaired the Subcommittee on the Use of the French Language at McGill.

Forging new links

by Martin Shapiro

Administrators, faculty, and students are all increasing their contacts with their counterparts at the province's French-speaking universities.



the wake of the Quiet Revolution, the wall hich has separated McGill from the rest of uebec over the last 150 years is starting to mble. Students, faculty, and administrators e increasing the number of contacts they ve with their counterparts at French-eaking universities and are becoming more volved in provincial matters. While the rate change has been slow, the direction is unistakable. Just a few years ago some people re talking about moving McGill – lock, ck, and badminton courts – across the rder into Ontario. Today, however, there is doubt that McGill University is committed a future in the new Quebec.

Surprisingly, it is the supposedly conservative McGill administration that is at the vanard of the move towards greater involvent in the Quebec scene; faculty and students e lagging behind. Rare is the administrator o does not devote at least some time to comittee work with his colleagues at other proncial universities. Consequently, a man who es not understand or speak French reasonly well, or who is not willing to devote the oper time to learn, is unlikely to move up e academic ladder and become a departental chairman or dean. Whether his field be story or physics, today's McGill administator cannot function optimally without some cility in the French language.

One man whose job requires more than a ttle knowledge of French is Academic Vice-rincipal Michael Oliver. He presently spends ne-third of his time working in the French nguage, mostly in meetings of the Conferce of Rectors and Principals. A voluntary asciation of the province's universities, the nference was created to coordinate and exange information on various aspects of unirsity operation. Michael Oliver serves as airman of the Committee for Academic Afirs, the most active organ of the conference.

"In the last five or six years," observes Dr. Oliver, "McGill has not stopped being an international or Canadian university, but it has become very much more a Quebec university. Our contacts with the other universities are now very regular and frequent.

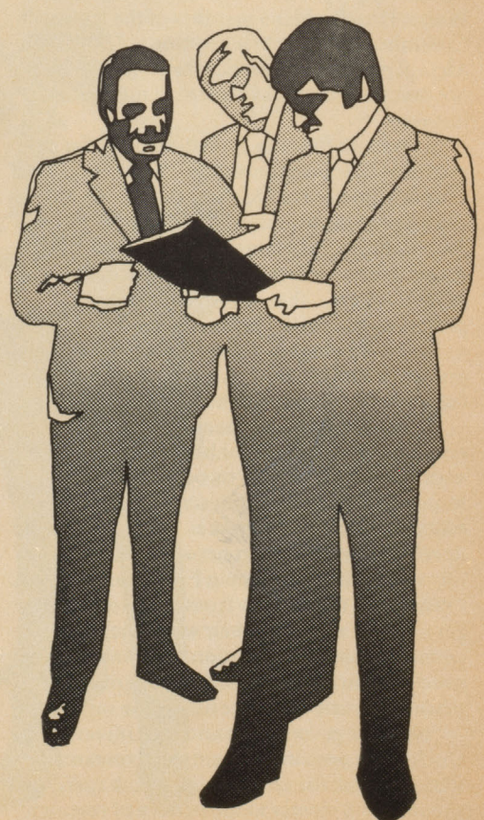
"Stepping up inter-university contact at the administrative level has been motivated by our need to develop a united front in the face of government policy. Achieving greater understanding was not our primary aim, but it has come as a consequence of working together. A few years ago we knew very little about the other universities' operations or policies. That has changed considerably."

McGill representatives presently sit on the conference's thirty-three committees, which include groups concerned with continuing education, research, and student affairs, as well as a host of committees from the various academic disciplines. Principal Bell and his two vice-principals serve on the Administrative Council, which has eighteen representatives drawn from seven universities, and Dr. Oliver is a member of the five-man Executive Committee.

Meetings of the conference and its multifarious committees are conducted largely in French, although anyone may speak in English, as some McGill representatives do. However, the most effective committee members are very often those who use French the best. "Taking a lead on committees," points out Vice-Principal Oliver, "depends on one's ability to work in French fairly comfortably. It is not necessary to speak French fluently, but one should at least be able to follow debate in all its subtleties. Consequently, in general our selection of committee members has not been exactly what it would have been if everyone were bilingual."

A prime function of the Conference of Rectors and Principals has been to prepare common positions on educational issues for presentation to the Council of Universities, which advises the government on higher education. The council is chaired by Germain Gauthier, former director general of the government's Department of Higher Education. In addition to Mr. Gauthier, the council is composed of nine university representatives, four members of the community, and two civil servants.

Of the council's nine committees concerned with various aspects of higher education, the most controversial in McGill minds is the Committee on Programs, which recommends whether or not new degree or certificate programs should receive funding. That committee – which includes McGill Physiology Chairman David Bates and French Department Chairman Jean Ethier-Blais – is extremely powerful as its decisions ultimately have a strong influence on government priorities for universities. However, the committee's decisions are markedly affected by those of the Conference of Rectors' Evaluation Committee, which appoints professors from



outside the university in question to debate the merits of a new program.

It took McGill a little longer than other universities to appreciate the intricacies of that system, and as a result, the university has had few new programs approved this year. Since Dr. Bates and others have explained what requirements are necessary to conform to the committee's standards, a number of professors have begun preparing applications, and McGill officials are reasonably optimistic that many will be approved.

The Research Committee, the other important arm of the Council of Universities, administers a $4.5 million research fund originally allocated by the Quebec government to redress the disparity between the French-language institutions and McGill. In November 1970, however, McGill became eligible for the Quebec funds. Unfortunately, only seven of the twenty-five McGill projects submitted to the committee last year were accepted. This year the university upped the ante and sent along fifty proposals. Graduate Studies Dean Walter Hitschfeld is a member of the Research Committee but has no indications of how the McGill projects will fare as the committee has not met since his appointment to the deanship last year.

In research funding, as in the system for approval of new programs, McGill is taking some time to adjust to the Quebec framework. "We have had some trouble understanding the rules for eligibility," explains Dr. Hitschfeld. "There seems to be a preference for groups and teams of researchers – that is, the government prefers to put money into activities which stand a chance of being long-lived. There are research groups at McGill, but it is not clear how the rules would apply to them."

Dean Hitschfeld is concerned that the government's enthusiasm for becoming involved with research activity – through the Committee on Research and its screening subcommittees in various disciplines – is hindering the development of rapport between McGill faculty and their colleagues in French universities. "Whenever researchers from two institutions get together to discuss their work, there is a certain amount of hesitation, a feeling that they need a constitution and letters of agreement before they can exchange ideas," he says.

"Now the government and the Université du Québec are pressing for centres of research separate from the universities, which corresponds more closely to the pattern of research in France than in North America. Under such a system the universities themselves do not do much research; professors receive part-time appointments to research institutes.

"I don't object to that idea, but when a professor starts a research project he really needs a peaceful atmosphere, students, books, equipment – and talk. In a non-university environment professors can easily spend all their time on paperwork and end up not knowing what they want."

Despite his displeasure with the nature of government involvement in research activities, Hitschfeld is pleased about the expansion in the number of joint projects being undertaken by McGill faculty and staff at other universities. "The increase in such projects has been tremendous," he asserts. "There were very few that I could have told you about five years ago."

One faculty member who has developed extensive contacts in the French academic community is metallurgical engineering's William Davenport. Working together with one of his graduate students, Guido Capuano, who is now a professor of applied chemistry at the University of Quebec, Davenport invented a process for electroplating metals with aluminum. The project will be continued under Capuano on a somewhat larger scale at the University of Quebec with Davenport advising.

A close relationship has blossomed between Capuano's and Davenport's departments as an outgrowth of their collaboration. Students from the two divisions often go on field trips together. Davenport has noticed, however, that mingling is not complete on those excursions. "Most students want to get together, but there is still some reluctance," he comments.

Another joint venture between McGill and her sister universities is the Inter-University Centre for Research on Labour Relations, which is just getting off the ground under the direction of Yves Dulude, associate director of McGill's Industrial Relations Centre. Dulude, a former research advisor to the Quebec Federation of Labour, has been the driving force behind the two-year effort to establish the centre. The project will include Laval, the University of Quebec, the University of Montreal, and McGill. The bilingual centre will be housed at McGill until it becomes large enough to move into quarters of its own. Thus, at least in the initial years, McGill students will benefit from access to the centre's material.

A similar combined effort – this time between McGill and the University of Montreal's Ecole Polytechnique – is the Mineral Exploration Research Institute, whose purpose is to develop and improve techniques useful in the search for mineral deposits. Geology Department Chairman Colin Stearn is impressed with the degree of interchange between the two academic institutes on the mineral research venture. "We have had good cooperation and no major snags. It is quite strictly an equal partnership between us and the Ecole Polytechnique. I think it is going to work quite well," he predicts.

At present the institute's Board of Directors is considering applicants for the position of director. "The director will have to be functionally bilingual in his job," says Professor Stearn. "If the best man isn't, he will have to become bilingual as he will be spending a significant portion of his time at the Ecole."

Another joint project in the same pattern is being considered in the physics department. The Foster Radiation Laboratory's Tommy Mark is coordinating negotiations with colleagues at other Quebec universities and the National Research Council in the hope of establishing a Quebec Regional Nuclear Physics Laboratory. McGill physicists have been making use of the facilities at the University of Montreal since its accelerator became operational in 1966. However, according to Dr. Mark, "The existing Quebec nuclear facility will no longer be competitive in five years' time. For this reason, all universities share a desire to get the project going, but there has been some disagreement about what kind of accelerator to build and where. Each university would like it to be on its own campus."

Coordinating Course Offerings

As well as carrying out joint research ventures, the staff at provincial universities are breaking new ground in an effort to coordinate course offerings and give students the opportunity to study at a variety of universities. Exchange on this level has been made easier by the existence of the CEGEPs. For the first time the programs at French and English universities are parallel, and it is comparatively easy for a student to move back and forth between the two systems. This year, three hundred French CEGEP graduates are attending McGill. In addition, for the first time McGill students are permitted to take courses at other universities in accordance with an exchange of credits agreement be-



tween Montreal institutions of higher learning. Although only a handful of students have taken advantage of the exchange, it is expected that after the program is better publicized, more McGill students will be attending courses at Montreal's French universities.

With students now more free to use facilities in a number of institutions, unnecessary duplication of programs can be avoided. An example of how that can be done comes in classics. Professor Albert Schachter, chairman of McGill's classics department, participated in a curriculum subcommittee of the Conference of Rectors which developed a scheme to rationalize the teaching of classics in the province. There are now to be only three full-fledged classics programs in Quebec: one at McGill, one at Laval, and one other, which is being sought by both the University of Montreal and the University of Quebec. Other universities may offer courses in the discipline but cannot grant majors, honours, or postgraduate degrees in the subject.

The province-wide streamlining of the classics program has been accompanied by increased communication between classicists in the French and English educational communities. An elementary Greek course, designed by Professor Schachter and Dr. Ellis of linguistics, is now being used at the University of Montreal as well as McGill.

Exchanges of professors are also becoming prevalent, particularly in the field of medicine. Dr. Arnold Johnston, the Royal Victoria Hospital's chief cardiologist, is presently using a year's sabbatical leave to study in Laval University's department of social and preventative medicine. Dr. Yves Morin, chief of medicine at Laval, has been a visiting professor at McGill; and Dr. Douglas Cameron, the Montreal General Hospital's chief of medicine, has been a visiting professor at Laval. Royal Victoria Hospital Cardiologist Gerald Klassen has an associate appointment at Laval; Dr. Jacques Genest and Dr. Otto Küchel, of the University of Montreal, are associate members of McGill's experimental medicine department; and Lise Davignon is on both McGill's and the University of Montreal's medical staff.

Administrative cooperation between the various Faculties of Medicine is equally strong, to the point where McGill's Dean Maurice McGregor claims he spends more time in the office of the University of Montreal's Dean Bois than in that of any of his departmental chairmen. McGregor serves as a member of the Quebec Social Affairs Committee and Associate Dean Pat Cronin is vice-president of the Quebec Medical Research Council. The province's four medical schools work closely together through the medical committee of the Conference of Rectors and presented joint briefs to the government on recent medical legislation. Observes Dr. Cronin: "With countless meetings and equal input in all directions, we have come to speak with a single voice to the provincial government."

There is, however, one important area in medicine which has not yet been stirred by the winds of change – the working language in the teaching hospitals. The Royal Victoria and Montreal General Hospitals remain primarily English, and the paucity of bilingual signs indicates the magnitude of the problem.

Although there has been some improvement since the days of the not-so-distant past when nurses would insult, ignore, or act rudely towards patients who could not speak English, the services in general have not been bilingualized. There has been an increase in the French-speaking staff, and on most wards and in outpatient clinics, there is generally someone around who can help the doctor or nurse who doesn't quite understand what the patient is trying to say. However, the patient who does not speak English is at a definite disadvantage, and as Dr. Cronin candidly admits, "The hospitals must further satisfy the needs of the unilingual French-speaking population."

Student Ties Lacking

The cross section of staff interviewed by the *News* indicates that there is far more interchange than ever before between faculty and administrators at McGill and their colleagues at other universities. Furthermore, the belief is almost universal that the degree and number of cooperative ventures will swell in the future, since both cultural groups are benefiting.

It is ironic that administrators and faculty are far more involved with their French counterparts than McGill students, who are often more attuned to social change. Aside from the professional schools, which have developed social and educational links with their fellow students at other Quebec universities, and the *McGill Daily*, which this past year obtained contributions from francophone students at McGill and other educational institutions, most attempts to develop ties between French- and English-speaking students have failed miserably.

The collapse of the Union Général des Etudiants de Québec (UGEQ) was the most glaring disaster. The provincial student union was formed by French students as a breakaway from the Canadian Union of Students. After much bitter debate, McGill finally joined the union, but UGEQ eventually lost the sympathy of McGill students completely on the issues of nationalism, unilingualism, and independence for Quebec – matters which emphasized the polarity between the English- and French-speaking student communities in the province.

When Stanley Gray led his band of French students to Roddick Gates to demand a unilingual French McGill, few anglophones followed. And, with a large portion of the students at the University of Montreal supporting independence for Quebec, it is not easy to imagine exchanges between French and English students where their differences on *la question nationale* would not be an irritant. Nevertheless, student President Gabor Zinner hopes to break down the barrier. In a policy statement to students, he asserted, "Even though McGill is fundamentally an English-speaking institution, this fact should not prevent us from establishing more extensive contacts with other universities and from integrating ourselves more meaningfully into the cultural and political milieu in which we function. Initiatives are presently being taken to contact the other universities in this province and possibly to establish a new province-wide union of students. We have been considering inviting the other universities to jointly organize something analogous to the now defunct winter carnival from which cultural and all sorts of other exchanges can accrue."

What then does the future hold for McGill University in its relationship to the province? Will the administration threaten to occupy the University Centre if the students don't increase their integration into Quebec? Will the McGill computer begin to print out all research data bilingually? Or will the university return to those glorious days when it was the Cambridge of the colonies?

It does seem certain that McGill can no longer think of itself as "one of the great eastern-seaboard universities," as former Law Dean Maxwell Cohen was fond of referring to it. McGill's first circle of colleagues is in Quebec. □

A third-year medical student, Martin Shapiro is a frequent contributor to the News.

ook at what brings French-Canadian stu-
nts and staff to McGill, and their candid
ctions to the treatment they receive while
he university.

Conversations with Québecois

by Mary Soderstrom



e professor spent two hours lecturing on
oils" and "cores," and Martine Corriveau
dn't have a clue what he was saying. She
ughs about that lecture now, but cites it as
example of the problems she met in her first
ys as a McGill student whose English left
mething to be desired.

The vivacious fourth-year engineering stu-
nt is just one of 1,616 McGill students whose
other tongue is French. Some 7.7 per cent
engineering students are francophones ac-
rding to answers given on a questionnaire at
gistration. That percentage is a little lower
an the average for the university as a whole,
nich is 10.3 per cent. The Faculty of Religious
udies has no French students; the Arts Fac-
ty has 9.6 per cent; the medical school, 8.4
r cent; and the law school, the highest pro-
rtion at 26 per cent.

Why would a young, bright, ambitious —
d French — student come to McGill, partic-
arly at a time when French-language univer-
ies are growing in size and strength? And
nilarly, why would a scholar whose mother
ngue is French choose to teach at an "Anglo-
xon bastion" when salaries and oppor-
nities are increasing yearly at French univer-
ies? There probably are as many answers to
ose questions as there are French Canadians
McGill, but a few reasons stand out from
nversations held by the *News* with students,
ofessors, and staff in various corners of the
iversity.

Firstly, McGill has been flexible in granting
edit to students who might have had their ed-
ational progress delayed because of the
anges being made in the Quebec educational
ene. For example, Jean Poupart, a graduate
ident in sociology, would have had to com-
ete two more years before commencing grad-
te studies at the University of Montreal even
ough he already had earned a baccalaureate
gree from a classical college. McGill, how-
er, only required that he take a qualifying
ar before starting a masters program. Simi-
rly, the University of Montreal would have
quired Martine Corriveau to complete an
tra course and a half before beginning engi-
ering studies; McGill first demanded an
tra physics course but in the end didn't even
sist on that.

Secondly, there is McGill's excellent reputa-
on throughout North America and the pro-
ams it offers which cannot be found else-
ere in the province. Louise Marie Courte-
anche, a third-year law student, is attending McGill because of the law school's special dual National Program, covering common law, the basis for most North American law, and civil law, the law of Quebec. Pierre Ross, a fifth-year engineering student, was influenced by McGill's renown.

"McGill's international character can't be replaced by money," states law student Louise Marie Courtemanche.

Finally, for some students, but definitely not for all, there is the attraction of McGill as part of the English-language culture and as a cosmopolitan university. Corriveau, the aspiring engineer, points out that knowing English well is essential for success in industry. Law student Courtemanche believes she will be better able to serve her clients after having lived in an English milieu for three years at Royal Victoria College. She also finds the international atmosphere created by the varying backgrounds of McGill students very exciting.

Yet it is precisely for those two features — McGill as an English institution and an international centre — that the university has come under attack from sectors of the Quebec community. Despite the criticisms, however, Louise Marie Courtemanche has some kind words about the university's use of French, pointing out that when the law school registrar called to advise her she was accepted as a student, the entire conversation was in French. "That made me feel very good," she says with a wide smile. Jean Poupart, on the other hand, has become much more adamant about the use of the French language since coming to Mc-

Gill. Last winter he wrote an amusing but serious account for the *McGill Daily* of his attempt to speak French with a receptionist in one of McGill's administrative offices.

"The administration building *is* McGill," he notes, "and a student in a Quebec university ought to be able to speak French with the institution's representatives." However, the decision to speak French is loaded with emotional overtones. "When I say *bonjour* instead of hello on entering an office, I never know what sort of reaction I will receive," he explains. "Some university staff members, particularly the younger ones, will *bonjour* right back and proceed to speak French with me. Others, also quite often the younger ones, will smilingly apologize that they can't speak French and go to find someone who can. Often the second person actually will not speak French well, but at least he is willing to try."

Then there are those staff members who don't and won't speak French and refuse to acknowledge that a conflict has been raised when Poupart says *bonjour*. "They continue to speak English as if nothing had happened," he declares, "but they are as uncomfortable as I am, and often will make jokes or smile a lot to counteract their anxiety." Finally, there are those individuals, like the receptionist he described in the *Daily* article, who, from the outset, state they can't speak French and insist he speak English.

Poupart doesn't mind speaking English with his fellow students and professors, because that relationship is informal and does not involve the issue of McGill as an institution. Nevertheless, he believes all students coming to McGill in the future ought to be told that Quebec is a French province and should be prepared to speak French, just as he would have no reluctance about speaking Spanish at the University of Mexico.

"French-Canadian students," states Poupart, "have an identity problem at McGill. If 40 per cent of the students were French Canadian there would be no problem about speaking French. But now because there are so few of us, we are isolated and cautious." He believes it will take either a great increase in French-Canadian enrolment or the consistent enforcement of a requirement that everyone be able to function in French before the current "abnormal" situation is corrected.

Like Jean Poupart, History Professor Laurier LaPierre is critical of the university's lack of involvement in the Quebec milieu. Aside from some studies by psychologists on the impact of bilingualism on learning, LaPierre contends that very little research has been done by McGill faculty on the unique situation which exists in Quebec. "McGill is, frankly, an anachronism," charges LaPierre, without mincing words. "It has claimed to be an intermediary between Quebec and the rest of Canada but it has definitely not been so."

The former head of the French Canada Studies Program is at McGill more or less by chance. In the early sixties he wanted to return to Quebec after studying and teaching in the United States and elsewhere in Canada, but the only jobs available were first at Loyola and then at McGill. LaPierre feels strongly that "private" universities in Quebec like Loyola and McGill are increasingly "living off the taxes of people who don't send their children to college. Government must question whether tax money is being spent in the interests of the people who pay it."

In fact, the Quebec government has begun doing just that. Recently it proposed that fees for foreign students be increased from around $700 to $2,500 per year. Although the matter is now being considered by a committee of all provincial ministers of education and is unlikely to be implemented for some time, if ever, the foreign student question was raised by most of the individuals the *News* talked to.

Courtemanche is one of those who feels foreign students add a great deal to McGill. "McGill's international character can't be replaced by money," she says. "With the tripling of foreign students' fees, McGill's cosmopolitan ambience would surely deteriorate." Suggests the budding lawyer: "A compromise such as a much smaller increase might be a possible solution."

Dr. Pierre Letarte, on the other hand, strongly opposes spending tax money on subsidies for foreign students. "If Quebec were rich, it would be okay," the clinical scholar at the Royal Victoria Hospital comments. "Let foreign students come, but charge them the full cost of their education. Why should we subsidize people who are richer than Quebecers?"

Dr. Letarte, who received his earlier training at Laval University, came to McGill in order to learn different medical techniques and to work in a large medical complex. He finds that most of his social life is in French although he speaks English well and had to at Laval's medical school. Most of the texts used there were American or British, and while translations were sometimes available, they usually weren't of the current edition.

The engineering students interviewed, Martine Corriveau and Pierre Ross, also mentioned that they would probably have been using English-language texts at French institutions. "There are translations, but they often have mistakes in them," Corriveau observes. Despite McGill's policy of allowing students to write exams or papers in either French or English, she and Ross take their exams in English – partly because of the type of questions engineering students are asked. "Mostly you have equations and diagrams," Ross explains. "You really only need to know terms like 'and' and 'therefore'," Martine adds.

Most other francophone students find it easier to answer essay questions in their mother tongue, although they might occasionally use some English terms. Courtemanche has written only one exam in English during her three years at law school. That was a common law test, and as all the material she had studied was in English, the answers came out easier in that language.

Courtemanche speaks French a great deal with both her anglophone and francophone classmates. This year she is a resident assistant at Royal Victoria College where she finds the girls very open towards the French language and culture. Many of them prefer to speak French with her in order to practise using the working language of Quebec.

Although she has studied at an English university, Courtemanche has decided that French will definitely continue to be her major language. She always speaks French with her fiancé, an anglophone from Ontario whom she met at a music camp where he had come to learn French. After their marriage this summer they plan to spend a year in France while he gathers material for his doctoral thesis on the history of music. When they return, it will probably be to Sherbrooke or some similar Quebec locale where he will teach and she will article with a law firm.

Pierre Belanger, an associate professor of engineering who took his bachelor degree at McGill before studying for his PhD at MIT, also chose to come back to Quebec: "I had a Quebec fellowship for two years at MIT and thought I owed something in return." Belanger received a job offer from Laval University as well as McGill, but besides being what he laughingly calls a "Montreal chauvinist," he was worried that his American wife might find

Engineering Professor Pierre Belanger and students Martine Corriveau and Pierre Ross scan a printout from the university computer.



sudden immersion in a completely French
ieu difficult.

There are several other francophones in ad-
on to Belanger on the engineering faculty.
arly every faculty member can carry on a
ne-way bilingual conversation" – the fran-
hone speaking French, the anglophone
glish. "In a way," Belanger notes, "a fran-
hone having trouble with English is more
to get sympathetic help from an anglo-
one colleague than is someone with similar
blems whose mother tongue is neither
nch nor English. This may be due to a
ling that French Canadians belong while
n-anglophones from elsewhere don't belong
much. Or perhaps it is simply easier to fill
the gaps in a conversation when one has
ne idea of the thought processes involved
the other person's language."

Belanger counts in French but does the rest
his work in English. Nevertheless, there is
mething about French culture to which he
sponds on a gut level. "French music speaks
me the way no other music does. And clas-
al French drama too. I like and admire
akespeare, but there are times in the French
eatre when the Alexandrines come rolling
er me . . . . The effect is like nothing in Eng-
h," he states.

Pierre Ross and Martine Corriveau, the two
gineering students, agree that there is some-
ng about the "French mentality" which
akes them feel at home and to which they
uld like to return someday. Ross, whose fa-
er is in the Canadian Armed Forces, grew
speaking English as well as French with the
ildren of army personnel. His education,
wever, was in French, first at schools near
ses, and then at a private Montreal classical
llege where he graduated with distinction.
erre has applied to several top-flight grad-
te schools in the United States and Canada,
t expects to return to Quebec after complet-
g his education.

Corriveau plans to work in industry for a
hile before going on to graduate studies. "I
uld like to come back to Quebec eventually
it's my home – but it will depend on the
onomic situation here," she says. "If things
e very bad and there's a lot of unemploy-
ent, well, one has to think of oneself first."

Surprising Number of Francophones

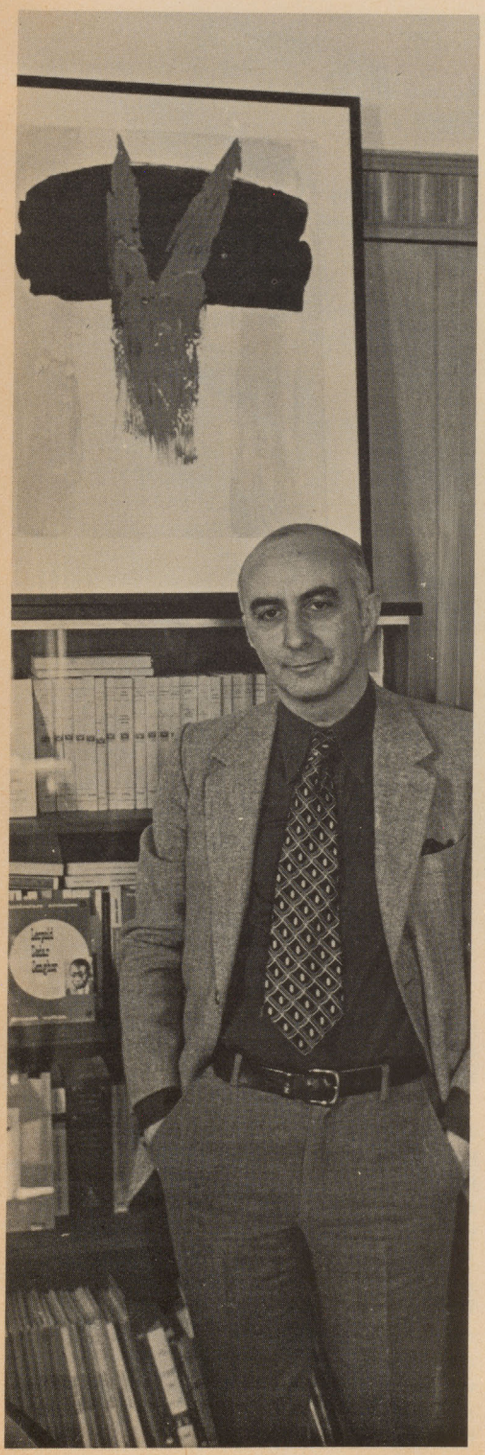
contrast with Jean Poupart's claim that not
ough French is spoken at the university is
sistant Registrar Jean Paul Schuller's obser-
vation that the growing number of franco-
phones at McGill can surprise outsiders.
Schuller cites the example of a University of
Quebec student doing a geography project on
the migration of students. His professor, who
was a McGill graduate, gave him the name of
an anglophone at the computing centre who
might have the data he needed. She couldn't
help him but turned him over to a francophone
computing expert who, fortunately, knew that
Schuller had just the right information.

"Our computing man called me up and in
English explained what the student wanted,"
Schuller says with a grin. "He warned me there
might be a problem because the young man
had great difficulty expressing himself in Eng-
lish. I just told him in French to send the stu-
dent over and we would fix him up."

"The University of Quebec student ended up
shaking his head because, outside of his initial
contact in English, he was able to speak French
the whole time."

Schuller's three-year-old son at the moment
speaks only French, although during the past
summer he was picking up English from the
neighbours' children. "I'm not concerned
about him temporarily missing out on Eng-
lish," explains Schuller, who studied at both
McGill and the University of Ottawa. "I'd be
more upset if it were the other way around.
When I was growing up in Ottawa, the attrition
rate among francophones was about 15 per
cent a generation. There was no question about
whether to attend French or English schools
because if one were to do well at all it would
have had to be in English."

Jean Ethier-Blais stands in front of an abstract painting by Paul-Emile Borduas, an artist whom the French department chairman studied for his doctorat-ès-lettres *from Laval.*



In contrast to Schuller's comments about the value of an English education, the French department's first French-Canadian chairman, Jean Ethier-Blais, maintains that even now there are still enormous psychological blocks to French students coming to McGill. "The fact that a growing number of French-Canadian students choose to study French literature at McGill is a testimony to the excellence of the department," he asserts. "To go to Laval or the University of Montreal for a French Canadian is merely to ride with the current, but to come to McGill requires an intellectual decision."

Ethier-Blais'own education backs up his viewpoint. When he finished his baccalaureate studies at Laval, the thought of doing further work at McGill never crossed his mind. He studied at the University of Montreal and in France, eventually receiving his doctorate from Laval. Why did he come to McGill? "Because it is old and humane. I like tradition. I like McGill's strong intellectual values. While McGill is not really comparable to the Sorbonne or Cambridge, in the circuit of North American universities it has a long history of creation, a tradition of teaching," Ethier-Blais explains.

He believes McGill's major problem is how to integrate into Quebec society without losing its cultural and linguistic identity: "The university is trying to integrate itself, but how can you ask an institution like this one to give up its tradition?" He thinks a possible solution would be to establish a conglomerate English-language university – absorbing Sir George Williams, Loyola, and Bishop's into McGill – and thus form a strong unit which could represent the minority culture in an apolitical way.

That view is strongly at odds with the future for McGill proposed by Laurier LaPierre, who insists that a bilingual society is a sham and that Quebec must become unilingual. He suggests that a specific date be designated on which the province will become a completely francophone society. In his conception, that date would be one generation from now. Until then, adults will be allowed to continue as they are because "there must be a just, humane formula." However, the young and all persons entering the society would have to learn to conduct their lives in French. For McGill this would mean that after the transition date "all manifestations of its life would be in French."

Pierre Belanger agrees with LaPierre that the issue of McGill's future is bound up with the question of Quebec's political future, but the engineering professor sees the possible solution a little differently. "If Quebec separates there will be no place for McGill as it now is, but if we continue to work within a federal state McGill ought to bring the English-speaking world to Quebec, as the French universities ought to bring in the French-speaking world," he says. "In a bilingual society McGill should remain an English institution; to do otherwise would be to duplicate what the other universities are doing. Furthermore, an enormous amount of research and intellectual life is conducted in English, and it is very important to keep close contacts with it."

One thing does seem certain about McGill's immediate future however – the number of French-Canadian students will continue to increase if the administration has anything to say about it. Admission Officers J. Ferguson Stewart and Lino Zarrelli are increasingly recruiting in French CEGEPs. Pamphlets with information about admission procedures are printed in French as is the admissions bulletin which is sent out periodically. "McGill is still an English-language institution and you must speak English to study here. But there is an initial shyness about approaching an English institution that the French recruitment efforts are designed to overcome," Ferguson Stewart explains.

Only time will tell what effect the increasing francophone presence will have on Old McGill. Those who would collapse in horror at the possibility of too extensive changes being made might do well to remember the "psychological blocks" which Ethier-Blais mentions. French Canadians who come to McGill are likely to be those who see something valuable in English culture; otherwise they would not be willing to expend the extra effort to plunge into an English-speaking world.

However, one must guard against generalizations here as elsewhere. To try to pinpoint the French-Canadian attitude towards McGill is to fall prey to the tendency towards black and white thinking which has contributed so strongly to the dilemmas of this troubled province. The diversified opinions discovered in only a handful of conversations with the university's Québecois reveal that there is no such thing as a French-Canadian attitude towards McGill. □

Mary Soderstrom is editor of McGill's Industrial Relations Review *and a free-lance writer.*

rench Canada Studies: Out from under the gun

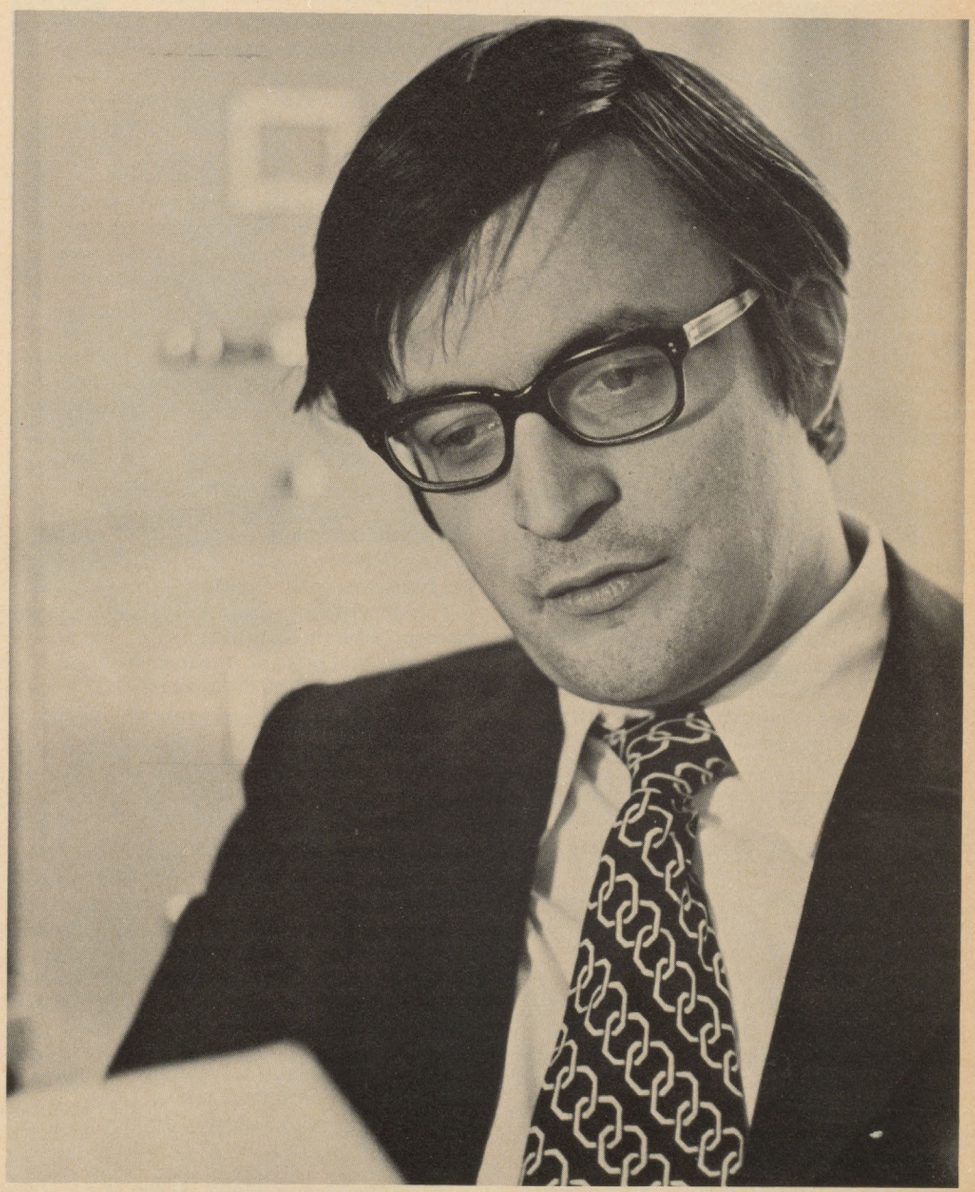
Since its creation, the French Canada Studies Program has been under fire from Quebec nationalists, conservative administrators, and even academics from its own field.

Evelyn Schusheim

the past few years, no McGill activity has en the butt of as much criticism as the ench Canada Studies Program. Although the abbles over the program have often apared to be mere personality clashes, the disreements are, in fact, bound up with the proam's controversial subject matter — Quebec tory, culture, and politics — and the univer-'s hesitation over how best to operate the tre. The location of the program at McGill, e symbol of English Montreal, has poured el on the fiery debate which has at times reatened the program's very existence.

The French Canada Studies Program (FCSP) is born in the atmosphere of increased inrest in Quebec first felt at McGill during the rly 1960s. The program, which was under the adership of Michael Oliver, then a professor political science, offered no courses and was tended to organize and give direction to exing research on Quebec. It consisted of a mmittee which had a small budget for ining guest lecturers and organizing seminars. When Dr. Oliver was named academic viceincipal, History Professor Laurier LaPierre came the program's director and immediely began to organize the program like a dertment. One of the largest and most sucssful projects begun during his tenure was e cataloguing and purchasing of books on ench Canada. As a result of his foresight, cGill now has the most complete library on ench Canada anywhere — an ironic hievement for an English university in a pririly French-Canadian province.

Dr. LaPierre's goal was to turn the FCSP into entre which would utilize the already exing courses on French Canada at McGill and l any gaps with new courses. But he was to ce many obstacles in working towards that al. To begin with, the program had no peranent staff except for Dr. LaPierre himself, d conflicts over staff appointments soon ose with the various departments whose coeration was needed for success. Since those partments were naturally appointing staff cording to their own needs, it was impossible r the staffless FCSP to determine the type of urses on French Canada which would be ofred at McGill. Secondly, because the proam's research grants were being doled out people unconnected with McGill, the proam had no concrete research results to justify existence. According to LaPierre, however, ere was no alternative to his research policy. Vith no other human resources aside from myself, how could research have been done from within?" he asks rhetorically.



"Our answer to the accusation of tokenism will be more apparent as our publications come out," declares Jean-Louis Roy, director of the French Canada Studies Program.

Other problems arose when LaPierre tried to organize a majors program for undergraduate students. The need to create extra courses for undergraduates choosing to concentrate their studies on French Canada sparked additional friction with the administration and other departments. Professor LaPierre bitterly recalls that it took five years of "interminable meetings" before the majors program was approved. Although LaPierre admits that he was perhaps too impatient and

pushed too hard, he is highly critical of McGill's handling of FCSP during his tenure, claiming that because the program wasn't given enough funds to operate, research could not be carried out seriously. "Quebec is a valid field of study and it should have been given budgetary priority at McGill," he declares.

Criticism of the program during the LaPierre years came from outside the university as well. Michel Brunet, a noted historian at the University of Laval, labeled FCSP a "tokenistic look at the natives." Professor LaPierre disagrees with his fellow historian and counters with these words: "French Canada is a human community and all human communities are worthy of study by the political scientists and sociologists. This argument about studying the natives is unintellectual."

Even in the past two years, however, in a period of increased concern at McGill about the university's integration into Quebec, things have not gone smoothly for the French Canada Studies Program. In December 1970, because of budget restrictions, the Faculty of Graduate Studies and Research proposed that the FCSP's research operations be suspended, but that it continue to supervise the majors program which had then been operating for a year. It was also recommended that responsibility for the program be transferred to the Faculty of Arts. During discussions over those proposals, Vice-Principal Stanley Frost was a leading critic of the program, charging that it had isolated itself from the rest of the university. "You get a coterie of French Canadians who talk to French Canadians and the few students who go there," he argued. "There is no dissemination into the university community."

There are two reasons given for the attempt to end the program's research operations. One, advanced by supporters of the French Canada Studies Program, was the administration's and particularly Stanley Frost's hostility to it. The other reason, offered by critics of the program, was the report of an outside committee of specialists commissioned by the university to study the program. That document found fault with the centre's handling of its research activities, pointing out that the research funds were benefiting only a few non-McGill individuals rather than the program itself.

Ironically, the report's harsh criticism of the program's research stemmed from the authors' feeling that the future of the centre – if it had any future – rested on its capacity to generate and maintain worthwhile research projects. They recommended that the centre drop undergraduate teaching completely and reorganize itself as a real research centre rather than a funding bureau. The suggested reorganization, however, was eventually deemed much too costly, especially in view of the severe budget restrictions facing McGill.

During that crucial time when the program's fate was being determined it was without a permanent director. However, the program certainly did not lack leadership. The acting director was Jean-Louis Roy, and it was under his skilful guidance in a time of crisis that the French Canada Studies Program not only survived but emerged vastly improved. Professor Roy was finally able to convince the university of the need for permanent staff to do both research and teaching. Now, as the centre's permanent director, he oversees a completely reoriented and enlarged program.

The centre is presently part of the Faculty of Arts and its two-year-old majors program has been expanded. This year there are about 225 students taking courses at the centre (35 per cent of whom are francophone), and projected enrolment for next year is 300. Eight courses are offered by the centre itself to complement those given by departments linked with it, and there are plans to double the number of such courses in the near future. "What we are trying to build," explains Professor Roy, "is a program similar to the Canadian Studies Program at Carleton University, which offers majors, honours, and graduate programs."

Research operations have also been improved. The centre is no longer just a fundraiser. "Our function now," explains Roy, "is to organize the research and to have it done here by people attached to the centre or by groups working with us." An impressive list of publications is therefore scheduled for next year. Both a *Série Annuelle,* consisting of studies on Quebec's historical development, and a biannual journal of articles on social history and policy will be published. Another ambitious project, already two years in the making, is a four-volume *Histoire Sociale du Québec.*

Program Not a Pacifier

The new director of FCSP holds definite opinions on the many criticisms levelled at the centre since its creation. He objects strongly to the contention that the centre exists to pacify Quebec nationalists in the government or other universities. "The contacts that McGill people are having with academics at the French universities have developed greatly in the past few years," he notes. "If those relations did not exist between such Faculties as Medicine, Law, Science, and others, then it could be said that McGill created French Canada Studies to find out what was happening on French campuses. But those relations already exist, so the argument is ridiculous."

He is also in complete disagreement with those who imply that the centre has a colonial attitude toward French Canada: "If that were true, then the kind of people who are coming here to work with us and to do research with us would never accept to be part of our projects, nor would they invite us to work on their projects." Noted academics who will be working with FCSP next year include Jacques Grandmaison, Léon Dion, and Fernand Ouellet. "They are coming because they believe what we are doing is right," points out Roy. "Those people would put us out of the classrooms if they knew we were just taking 'a tokenistic look at the natives'." He then adds: "However, our answer to the accusation of tokenism will be more apparent as our publications come out."

Professor Roy has decided to ignore the verbal snipers from outside McGill who denounce the centre and who, he predicts, will continue to do so in the future. "I know some people will not like us to publish a social history of Quebec. They won't like the fact that we, an English institution, are doing these studies. Others are free to do them too if they want to, but apparently they don't. They prefer to write speeches for the president of the [nationalist] Société St-Jean-Baptiste," he caustically says.

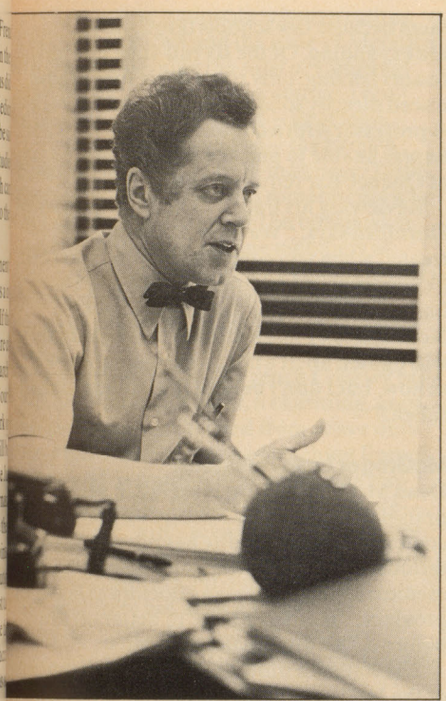
But despite its vocal critics and rocky history, the nine-year-old centre is finally on its way to becoming a very active and valuable part of the university. Director Roy plans to make the centre so important a part of McGill's social science studies that no one would ever again consider its dissolution. He already seems well on his way to achieving that end, as evidenced by the fact that two of the respected outside academics who authored the report condemning the program's research just two years ago will be visiting professors at the centre next session. □

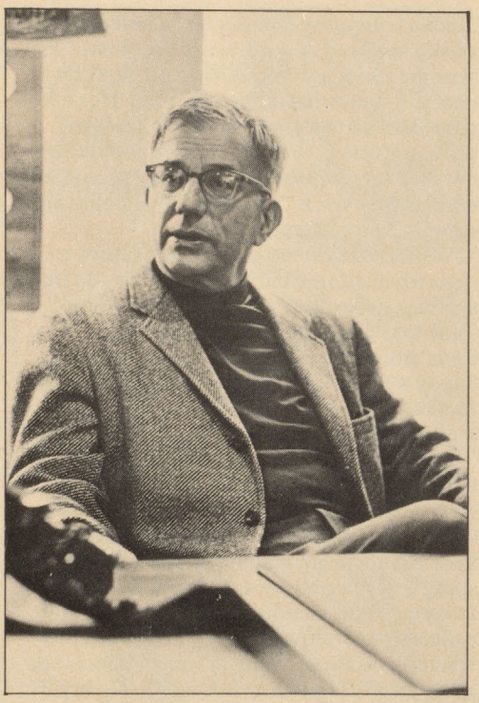
Evelyn Schusheim is in her third year at McGill, majoring in history. Last year she served as co-news editor of the McGill Daily.

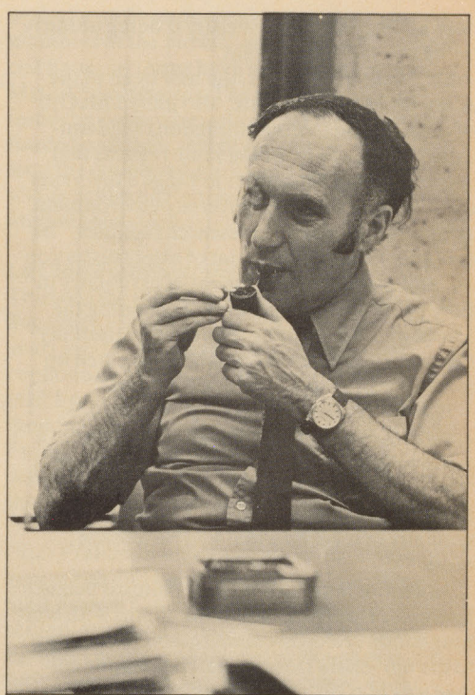
e fait Québecois having a serious effect on Gill's ability to attract and hold competent ucators? A poll of some new professors and ans indicates the answer is no.

New aspects to an old image

Rick Heybroek







Chemist Bernard Belleau, Political Scientist Henry Ehrmann, and Human Geographer Harold Brookfield are three of the respected academics McGill has recently hired.

achers and researchers are the prime moving rce in the character of the university. The e of McGill that history will finally judge pends on the quality of their teaching and the changes in the scope of knowledge ought by their research. What affects the cGill faculty – why they decide to come to e university, what causes them to leave, and e criteria on which they are hired – is one the most important influences on the univer- y's health.

How is the current unsettled provincial situ- on affecting McGill's staffing? The tension both the educational and political arenas of e sixties has died down, but anglophones re- ain nervous about the province's future, and good number of those who are mobile con- ntly entertain thoughts of living elsewhere. any people, therefore, tacitly assume that thin the changing milieu of *le fait Québecois* s only natural that McGill's ability to attract d hold competent educators will suffer.

nics gleefully spread rumours that the FLQ d Quebec's medicare plan have already bbed McGill of its best staff members.

McGill administrators thoroughly discount ndiced comments on staffing and claim that e quality of the faculty is as good as ever.

"We have not had heavy losses of staff," Principal Bell stated recently. "We have had losses, but it has been McGill's historic mission to provide good men and women for other Canadian universities. I hope this will continue."

And while some faculty members are departing, other top prospects are joining the McGill community. Chemistry Department Chairman Leo Yaffe advises the *News* that he is "inundated by applications of good people looking for teaching positions." According to Yaffe, "The average person, when he comes here, is simply looking for an opportunity to express himself as a teacher and a scholar. McGill has provided this ambience for over a hundred years."

Nevertheless, against the backdrop of political and educational flux, it is conceivable that McGill may appear a more complex option to prospective professors today than it did in the past. If so, that uncertainty should be reflected in the comments of new faculty members, and the *News* therefore set out to chat with five of McGill's most notable recent additions.

Bernard Belleau has been billed in Principal Bell's speeches as "the best pharmaceutical chemist in Canada." A native Montrealer, Belleau returned to his home city this year after working for thirteen years at the University of Ottawa.

Dr. Belleau finds it difficult to pin down any one reason for his decision to join the university. "McGill has always had great strength in the medical sciences," he notes, "but possibly the primary factor was the excellent scientific atmosphere in the chemistry department. I like to be associated with chemists, as everything in my field is being explained more and more in chemical terms. Being close to the pharmaceutical industry is also important to me, and Montreal is the nerve centre of the industry."

His mind was made up by some negative factors as well: insufficient facilities at the University of Ottawa, and a feeling that "if you stay too long in one place, you may end up retiring without even noticing it."

To Dr. Belleau, McGill's future does not seem particularly vulnerable. The university's post-*rattrapage* financial problems are, he feels, symptomatic of a province-wide belt-tightening. Like McGill's administrators, he

does not believe the university is being unfairly treated by the government.

Dr. Maurice Dongier, the new head of the Allan Memorial Institute, also joined McGill because it held various attractions academically. "I came here for the same reasons that drove me from Marseilles to Liège a few years ago – a more suitable university environment and better hospital and research facilities," he explains. "I reached a point of utter frustration about the underdevelopment of psychiatry in Europe. What was the point of spending the fifteen or twenty most productive years of my life waiting for European schools to catch up to their North American counterparts?"

If *le fait Québecois* was a neutral consideration for Dr. Belleau, it was, interestingly, a positive one for Dr. Dongier. He believes that "the government's present stress on social factors and integration makes psychiatry *the* specialty in medicine that will benefit the most."

In a more humourous vein, Political Science Professor Henry Ehrmann maintains with winning candour that his main reason for coming to the university from a small ivy-league college was McGill's "liberal retirement policy. In the U.S. you get the axe at sixty-five."

However, there was more than just concern for old age security involved in Ehrmann's decision, as he goes on to explain: "I was interested in coming to a large cosmopolitan university, and McGill presented itself as a logical choice for a number of reasons. Here I can have close contacts with colleagues at the Université de Montréal. It's also an appropriate place to pursue my interest in French politics, and Quebec's position as a legal crossroads is very useful to my work in comparative law."

Professor Ehrmann is convinced that "McGill should remain an international university, but it has to serve the needs of the province to the extent that any university can." With many years of involvement in Dartmouth's extension program behind him, Dr. Ehrmann, in his role as chairman of McGill's Arts Planning Committee, hopes to augment the university's service to the public by expanding summer teaching programs, extension degrees, and community involvement. While recognizing the growing importance of vocational training to Quebec, he contends that "technocratic trends call for a solid liberal arts background. The more specialized our civilization becomes, the greater the need for firm basics."

Sociologist Immanuel Wallerstein left Columbia University looking for "a modern university involved in third-world problems." For him, the issues rending Quebec are familiar ones in a somewhat different setting. He compares McGill to Columbia, as it is "a large urban university surrounded by a population not precisely enthusiastic about it." Montreal itself, in his eyes, is "an active city – politically, socially, and culturally."

Wallerstein's views on McGill's future are somewhat unexpected, coming as they do from a person so new to *le fait Québecois*. "I don't think that the larger Quebec community – trade unions, political groups – is terribly happy with McGill," he observes. "I doubt that McGill can survive much longer without moving towards integral bilingualism."

Like Wallerstein, Professor Harold Brookfield left the University of Australia at Canberra in search of a top university where he could pursue his interest in third-world countries. A human geographer whose focus of study is developing areas, Brookfield is one of those new staff members who views McGill primarily as an international rather than provincial institution. "I am, of course, concerned about McGill's position in Quebec, but my prime interest is in developing areas," he says, betraying the single-minded devotion to his discipline so common to renowned academics.

A Fresh View of McGill

The pattern emerging from the comments of the new staff members interviewed indicates that McGill's image is taking on a fresh aspect in the academic community. The traditional view that McGill's attractiveness lies largely in its international character and facilities is still very definitely valid and was touched on by all five professors. At the same time, however, McGill's role as an institution in the process of adapting to far-reaching changes in the surrounding society seems to be a distinct attraction to some prospective faculty.

But to evaluate the staffing situation only on the basis of a sampling of new professors can lead to a distorted impression. Such an approach excludes the views of educators who decided against coming to McGill and of those who have left the institution. To get a clearer understanding of the staffing situation, it is wise to consider the thoughts of the deans, who have a better overview of the situation.

Dean John Durnford notes that McGill's new law professors are as promising as ever, despite recruitment difficulties the Faculty faces because law schools throughout Canada are expanding. Of the six full-time law professors leaving, only one's departure can be traced directly to McGill's position in Quebec. A professor with a common law background, he was unable to practise actively here because of Quebec Bar requirements.

Reviewing his Faculty's financial situation, Durnford says: "We have not been badly treated when you compare us with Laval and l'Université de Montréal, but we don't have the finances the Ontario law schools have .... Nonetheless, I think all over the country things will tighten up. It's not an easy situation we're in now, but I don't believe that standards have fallen."

McGregor Less Reserved

Dean McGregor is less reserved in his appraisal of the Medical Faculty's situation. He contends that his Faculty has not been at all seriously affected by the implementation of medicare, which led many doctors to leave the province. "If anything, we're better off than before it," he optimistically asserts.

The statistics show that about fifty members of the Medical Faculty left in the 1970-71 academic year – double the normal rate, but still less than 5 per cent of the total staff. Dean McGregor does not feel, however, that those professors left directly because of insecure feelings about Quebec. Moreover, in terms of hiring, he sees two sides of the coin. "I would guess that some people are a little nervous about Quebec. But most Americans find Quebec comparatively peaceful," he reflects.

Engineering Dean George d'Ombrain is very straightforward in his view of the staffing situation: "Anyone who leaves does so for a number of reasons. I don't know anyone who is leaving because they simply can't stand the atmosphere or find it too oppressive." Conversely, he believes, "anyone who comes here does so because it's a damn fine Faculty."

Although it is difficult to be definite about anything as intangible as *le fait Québecois*, the overall conclusions from the canvass of some deans and new professors are that McGill is continuing to attract high quality educators and that the recent social problems of Quebec have not proved to be an insurmountable deterrent to maintaining excellence in faculty ranks.□

Rick Heybroek, BA '70, is a former assistant managing editor of the McGill Daily.

The teacher as student

"I think it's fair to say that I could not have taken on this job without those courses," comments Principal Bell about the university's staff French program.

by Evelyn Schusheim

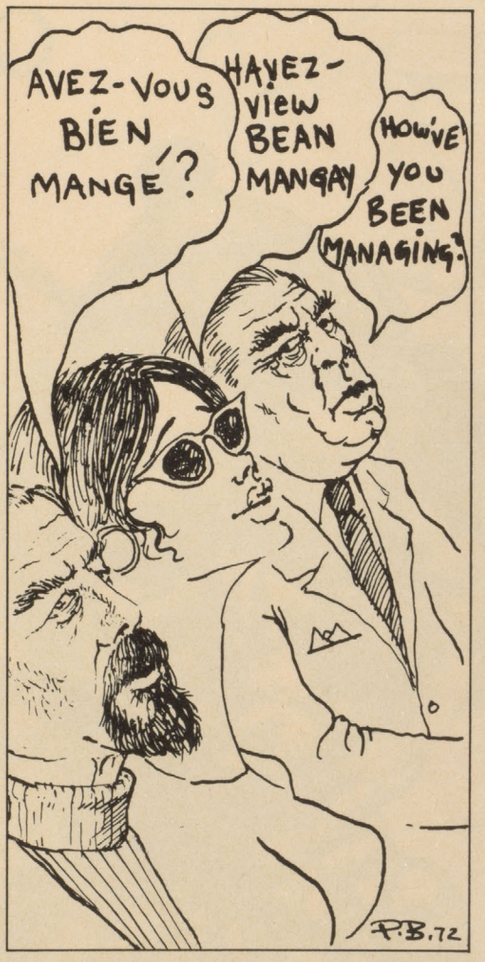
ew years before nationalists began calling a McGill Français and the issue of McGill's e in Quebec became the *sujet de rigueur* at cktail parties, the university started a proam to teach its staff to speak — or at least mprove their command of — the French nguage. While the program may never fulfil e fantasies of those cultural romanticists who lieve all McGillians should be bilingual, it least allows the anglophone members of cGill's internationally-recruited staff to feel ore at home in Quebec and to contribute ore effectively to the province's educational ene.

The director of the Staff French Courses proam is Dr. Tadeusz Romer, a charming, greyired professor who retired from active duty 1966 after eighteen years of teaching French nguage and literature. Fluent in seven lanages himself, Dr. Romer feels there is prently a sincere, widespread desire among the ff to learn French. "When I came to McGill 1948, most professors could not speak ench and were not at all interested in arning it," he recalls. "Now things have anged and the motivation among professors s increased enormously."

Dr. Romer has drawn on his many years of ucational experience in designing the ench courses. Classes are kept small, with ly eight to ten people under the supervision a specially trained instructor who strives to eate an intimate and relaxed atmosphere. udents are classified into four levels — benner, elementary, intermediate, or advanced and numerous different courses have been ranged so that times and locations are connient for all participants.

Academic and administrative staff can oose between two types of beginner and eleentary courses that each offer fifty hours of struction. A student can register for the twoasses-a-week program during the September December term, and on completion of the ginner course in the fall he can progress to e elementary level during the winter term. less intensive program, which entails only ne class a week from September to April, is fered to those whose academic or profesonal responsibilities prevent a heavy workad. Although Dr. Romer has found that urse to be the least effective because of the frequency of the sessions, it is a solution of rts.

Certain non-beginner courses have been degned to take advantage of the long summer break during which staff members can devote more concentrated time to French studies. One course, an intensive three-week session in June, involves three hours of classes five mornings a week as well as optional daily luncheons where conversation is strictly in French. Immersed in the French language for up to twenty-five hours a week, participants quickly improve their comprehension and speaking abilities. The other summer program is a two-week total immersion course at the Gault Estate. In a relaxed, completely non-English atmosphere, the already advanced student is helped to speak French fluently.



Professors and administrators are not the only staff members who are offered the opportunity to become bilingual. Because of the need for most administrative offices to be able to deal with French-speaking students and members of the public, special classes and special financial terms have been arranged for McGill's secretaries. The secretaries are offered the positive reinforcement of being refunded half their seventy dollar fee if they attend the course regularly, and the other half if they achieve a first class standing in their final examination.

Le Club Francophone de McGill

To avoid the pitfall of McGill staff losing their fluency in French due to lack of practice, four years ago Dr. Romer set up the Club Francophone de McGill. Everyone completing a staff French course automatically becomes a member and can attend weekly "luncheons in French" at the Faculty Club and monthly social meetings where French conversation keeps them from becoming rusty in the language.

Most of the fifteen hundred members of the Club Francophone can attest to the superb organization and beneficial effect of Dr. Romer's Staff French Courses. The professors are skilled, attention is paid to each registrant's personal needs, and the entire program is carefully planned — down to the espresso coffee served between classes at the intensive June session. As a result there have been many highly successful graduates of the courses. One example is Dr. Maurice McGregor, dean of medicine, who started the courses as a beginner and is now able to chair a committee of doctors that conducts its meetings solely in French. Another successful member of the Club Francophone is Principal Bell, who has taken three of the courses and has nothing but praise for them. "I think it's fair to say that I could not have taken on this job without those courses," he observes. Other administrators who have made use of the courses include Vice-Principal Stanley Frost, Finance Director Allan McColl, and Council of Universities member Leo Yaffe.

More and more staff members are registering each year, but perhaps the best indication of the program's popularity and value is the meeting of the French Canada Studies Program's Advisory Committee which had to be adjourned early so that four members could get to their French classes on time. □

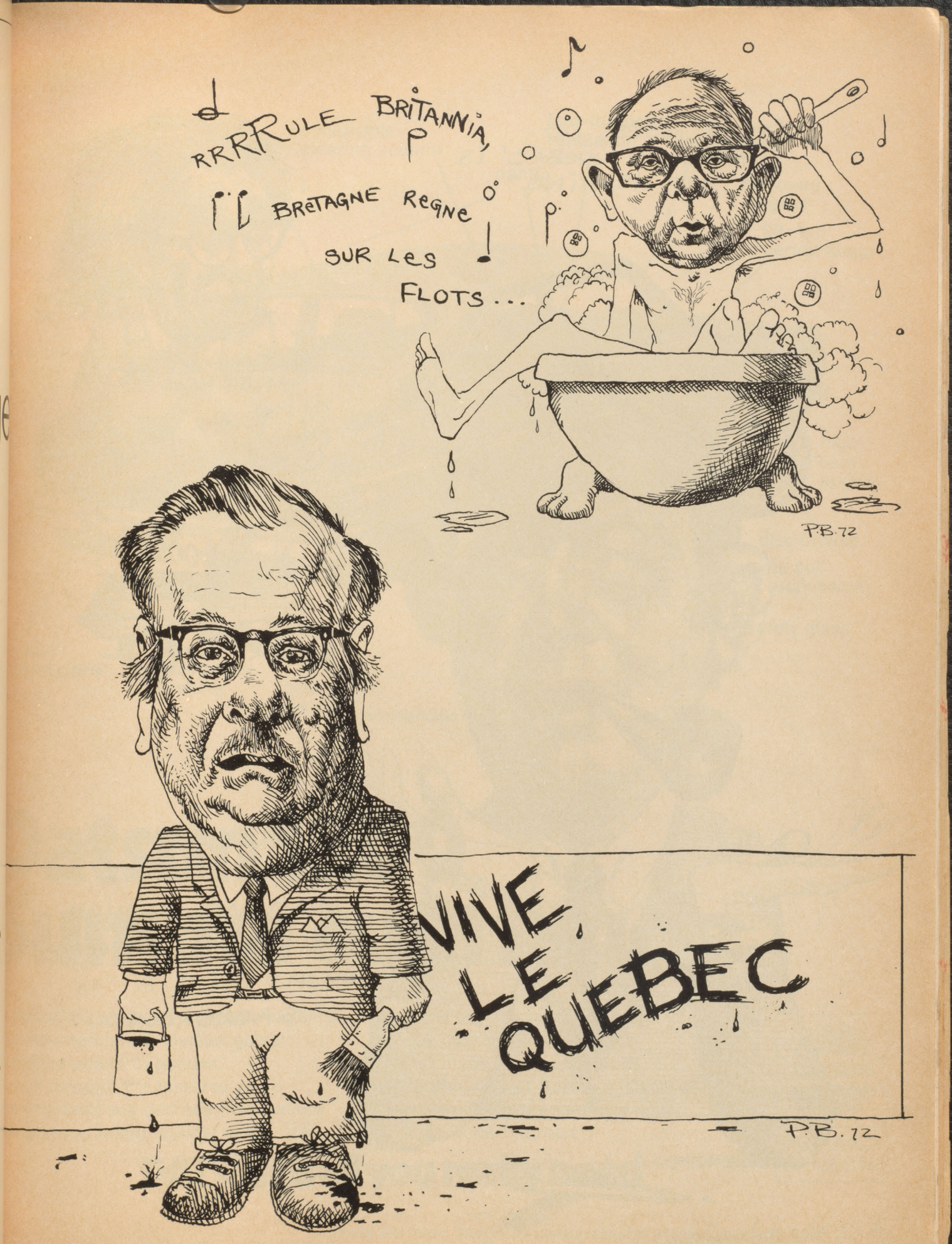
Evelyn Schusheim is in her third year at McGill, majoring in history. Last year she served as co-news editor of the McGill Daily.

Caricatures by Paul Bochner

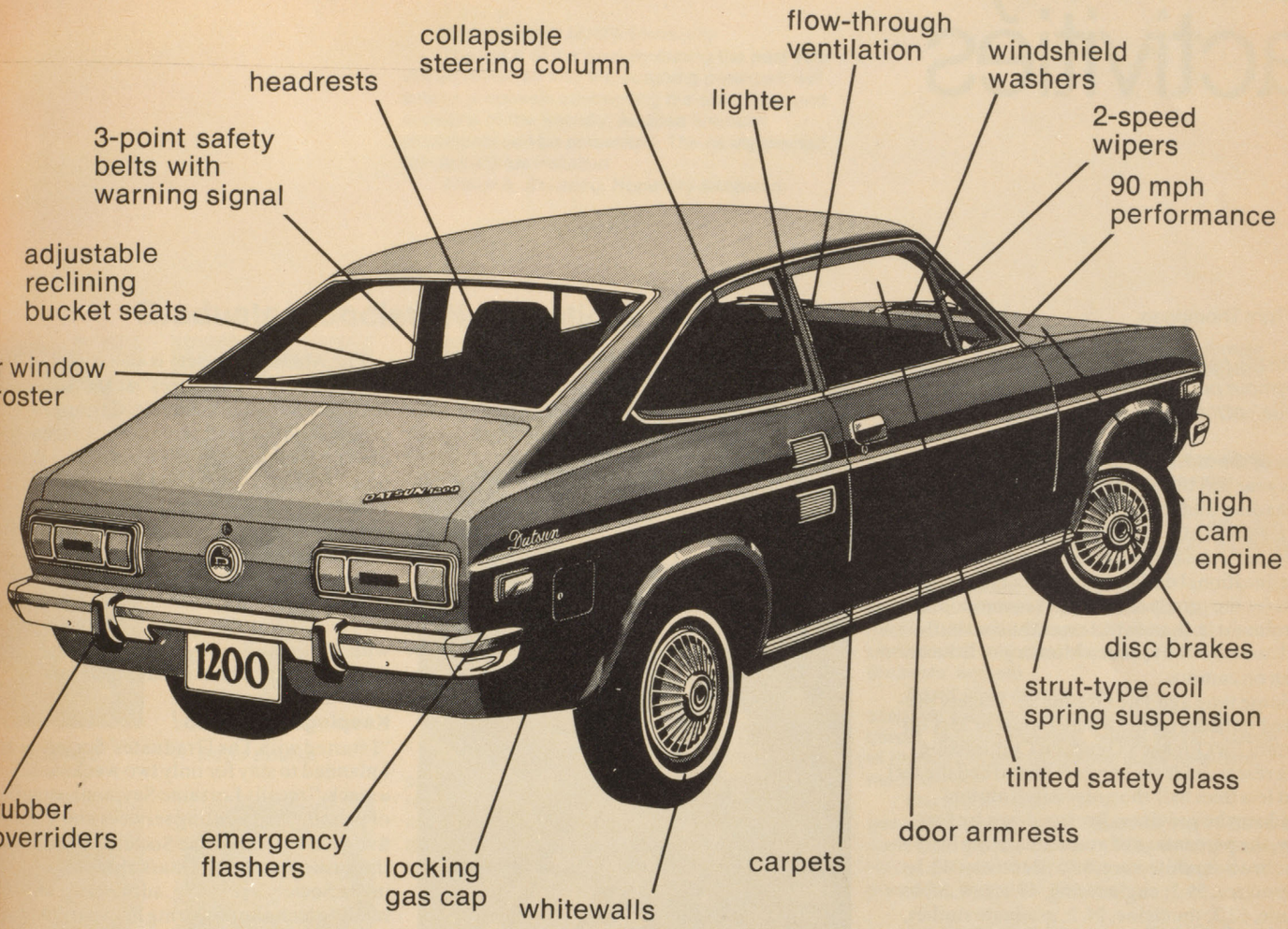
Faces of change

Can one laugh at a matter as emotional as "McGill in Quebec"? The News *thinks so, and asked artist Paul Bochner to depict Principal Bell, Vice-Principals Michael Oliver and Stanley Frost, History Professor Laurier LaPierre, and Arts Dean Robert Vogel in a time of change for them and the university. Perhaps by noting the humour in its present situation, McGill can better adapt to its new role in Quebec.*




RRRRULE BRITANNIA,
BRETAGNE REGNE
SUR LES
FLOTS...
P.B. 72
VIVE
LE
QUEBEC
P.B. 72


"THIS ISSUE OF 'McGILL IN QUEBEC' IS A RED HERRING."
McGill News
P.B. 72
"McGILL NEEDS MORE FRENCH CANADIANS IN HIGH POSITIONS — PREFERABLY PEOPLE WITH A TV BACKGROUND..."
PAUL Bochner 72



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Summa cum laude

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nd counterclaims, Datsun gives
ou solid points to ponder.
heck through the features you'd
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as plusses inked against every one.

But, if our Fastback isn't quite your car, look over the Datsun range.
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Society activities

by Tom Thompson

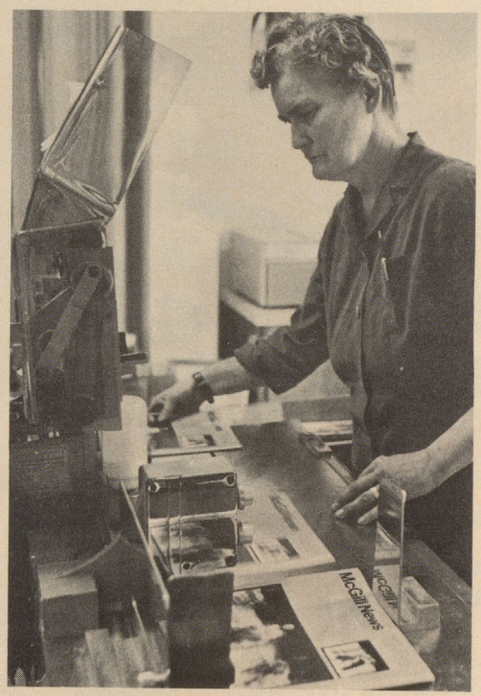
With the help of her Cheshire mailer, Lorraine Seymour puts labels on the "Ken Dryden issue" of the News.

One of the most controversial issues on campus this year was the projected fee hike for non-Canadian students. The emergence of the foreign fee issue underlined the Quebec government's understandable concern for making its educational dollars reap direct visible benefits for the province. McGill's cosmopolitan enrolment is, therefore, less enthusiastically welcomed in the Quebec Ministry of Education than on campus.

Some time ago The Graduates' Society prepared statistics on the whereabouts of McGill alumni for Quebec's Gendron Commission. The research for that project unearthed the fact that less than half the university's alumni reside in the province. Broken down by Faculty, the percentage of graduates living in Quebec is: architecture, 55.5; dentistry, 42.3; commerce, 59.2; engineering, 48.1; law, 86.1; music, 62.3; medicine, 24.2; graduate studies, 31.3; library science, 23.8; education, 51.4; nursing, 29.1; Macdonald College, 52.4; arts and science men, 47.7; arts and science women, 51.8; divinity, 26.6; and social work, 43.8.

While those figures could be seized by a Quebec nationalist to attack the university for its lack of interest in the province, they are, of course, a product of a myriad of interrelated social, economic, and cultural factors. Besides, they have a positive side. The figures indicate that McGill has served as an all-important bridge for the exchange of men and ideas between Quebec and other locales. The value of such a bridge may not be easily calculable in dollars and cents; nevertheless, it should not be ignored by educational planners.

It is also interesting to note in this context that a Graduates' Society review of the ebb and flow of students among Canadian provinces revealed that the Quebec government has to pay less for the support of its foreign students than the cost borne by all other governments for Quebec students. The twenty-four universities (of sixty) who responded to the questionnaire, reported a total of 6,746 Quebec students taking advantage of their educational facilities, while Quebec universities are host to only 4,596 out-of-province students. The University of Ottawa has attracted 2,451 Quebecers, a total which nearly equals McGill's out-of-province population. The University of British Columbia is host to 156 Quebec students; Queen's, 629; the University of Toronto, 446; Western, 290; Waterloo, 208; and York, 156.



Lobbying for Continuing Education

One of the oldest Graduates' Society branches and the first to become involved with community projects is the Alumnae Society. In 1889, the one-year-old association started a soup kitchen for factory girls that was later expanded into the city's University Settlement community club. Today that community spirit is still very much alive, as evidenced by the Alumnae Society's lobbying efforts to improve McGill's continuing education program.

The society's interest in continuing education first surfaced during the province's teacher shortage of the early sixties, when the alumnae sparked Quebec and McGill to set up a pilot project of part-time studies for teachers. The society has remained a force to be reckoned with in this sphere through its representatives on three university committees concerned with further education. The alumnae have pushed for more flexible admission policies that would take account of "life experiences," university course scheduling that would be more adaptable to part-time students, and the eligibility of part-time students for general privileges such as loans and grants.

The Alumnae Society is also studying the need for "support services" at McGill to assist the part-time student in selecting appropriate courses and career alternatives. A recent report of the Alumnae Society's Continuing Education Committee identified eleven hundred women over twenty-five years of age whose special needs on campus are not being met by traditional undergraduate facilities and services. Associate Dean of Students Elizabeth Rowlinson has since obtained a common room for "mature" students and has held luncheons with Alumnae Society members to learn first-hand of the problems of such students.

Keeping You Posted

"I started with The Graduates' Society in 1947. I planned to stay for only two weeks at $23.00 a week," recalls Lorraine Seymour, supervisor of printing and mailing services and a twenty-five-year veteran of the Society. Lorraine is enthusiastic about the remarkable progress made in the Society's printing, addressing, and mailing techniques during her years at McGill although she is noncommittal on the evolution of salary policy.

Lorraine's assistant in charge of printing is Adrienne Villeneuve, who meets the Society's need for communication with its members by producing one million printed notices a year. Constantly faced with impassioned pleas for "rush jobs" from tardy fellow workers, the imperturbable Adrienne turns out quality printing in four colours on a choice of twenty-three letterheads or meeting cards and twelve variations of overprinted envelopes.

As well as providing all the choice scuttlebutt within Martlet House, the printing and mailing department addresses 750,000 envelopes a year on its automatic mailer, maintains twenty-four special addressograph lists, and coordinates mass mailings to graduates with the help of its collating, folding, inserting, and postage machines.

There are some consoling moments on the job, however. Recently Lorraine and Adrienne, both ardent fans of "Les Canadiens," (almost) enjoyed putting the labels on the 32,000 copies of the *McGill News* which featured Ken Dryden on the cover. When a personally autographed copy of the main cover picture arrived for Lorraine from Dryden, her twenty-five years with The Graduates' Society didn't seem all that bad. □

Tom Thompson is acting alumni director.

Annual General Meeting

Notice is hereby given that the Annual General Meeting of The Graduates' Society of McGill University will take place as follows:

Thursday, October 5, 1972
7:30 P.M.
Redpath Hall, McGill University

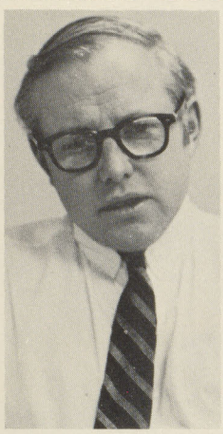
The work of the Society during the past year will be reviewed and the outgoing president will submit proposals concerning the objectives and activities of the Society. Audited financial statements will be presented. The newly elected officers will be installed.

Arthur A. Bruneau, Honorary Secretary

Graduates' Society Nominations



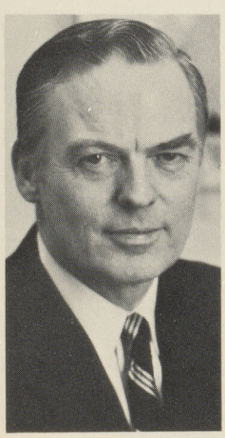
gh G. Hallward



R. David Bourke



rre Lamontagne



Dr. Kenneth G. McKay

For President
term one year:
Hugh G. Hallward, BA'51
president, Argo Construction Co.; director, several companies including the Montreal Expos; former member, McGill Senate Committee on Communications.

For First Vice-President
term one year:
R. David Bourke, BArch'54
partner, Dobush, Stewart, Bourke; chairman, Sesquicentennial Committee, 1970-71; associate academician, Royal Canadian Academy of Arts; visiting lecturer, McGill Graduate School of Library Science.

For Second Vice-President
term one year:
Pierre Lamontagne, BCL'58
partner, Geoffrion & Prud'homme; member, National Council, Canadian Bar Association; member, Executive Committee of Quebec Branch, Canadian Bar Association; president, McGill Society of Montreal.

For Alumnae Vice-President
term one year:
Edith Aston, DipPT'50, BSc P&OT'60
assistant professor, School of Physical & Occupational Therapy, McGill University; past president, Canadian Physiotherapy Association; past president, Province of Quebec Physiotherapists Inc.; past president, Alumnae Society of McGill University.

For Honorary Secretary
term one year:
Paul Echenberg, BSc'64
president and chief executive officer, Twinpak Ltd. and its subsidiary companies; teaches a management course for McGill's Continuing Education Department; director, McGill Graduates' Society; member, *McGill News* Editorial Board.

For Honorary Treasurer
term one year:
Warren Chippindale, BCom'49
chairman and managing partner, McDonald, Currie & Co.; past chairman, numerous committees of both the Canadian and Quebec Institutes of Chartered Accountants; co-editor of *Acquisitions and Mergers in Canada;* advisor, McGill Faculty of Management; director, McGill Graduates' Society.

For members of the Board of Directors
term two years:
Mrs. John D. Morgan (Norma De Witta), BCom'50
treasurer, Villeneuve Day Nursery; past president, Junior League of Montreal; former assistant to the secretary treasurer, Students' Executive Council.

Mrs. Stanley Grossman (E. Anne H. Dixon), BSc'61
self-employed marketing research consultant; director, Ad & Sales Association; member, Advisory Council, Senate Committee on Continuing Education; organizer, PC campaign in Westmount; past executive member, Alumnae Society.

Louis Donolo Jr., BEng'58
president, Petrifond Foundation Co. Ltd.; member, Montreal Board of Trade and professional associations; past president, Students' Society.

David Alton Murphy, MD'60
assistant professor of surgery and children's cardia, McGill University; fellow, Royal College of Physicians and Surgeons; class president, medicine'60.

Edward M. Ballon, BA'47
general manager, retail operation, Henry Birks & Sons Ltd.; member, Board of Governors, Selwyn House School and St. Andrew's College; past president, Students' Society.

For Graduate Governor on McGill's Board of Governors
term five years:
Dr. Kenneth G. McKay, BSc'38, MSc'39
vice-president, engineering department, American Telephone & Telegraph Co.; director, Bell Telephone Laboratories and Bell Canada; fellow, American Physical Society and Institute of Electrical and Electronics Engineers.

For Regional Vice-Presidents
It is proposed that the terms of all regional vice-presidents now in office be extended for one year, except for that of central USA due to the untimely death of G.J. Dodd.

For Vice-President, Central USA
term one year:
David G. Scott, BCom'32
president and director, Seaboard Life and Scheer Financial Corp.; former president and director, Continental Assurance Co.; fellow, Society of Actuaries.

Article XIII of the Society's bylaws provides for nominations by the Nominating Committee to fill vacancies on the Board of Directors and the university's Board of Governors. Additional nominations for any office received before July 31, 1972, and signed by at least twenty-five members in good standing, will be placed on a ballot and a postal election held. If, however, the Nominating Committee's selections are acceptable to graduates, those named will take office at the Annual General Meeting in October.



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The Lenin Memorial shown in the background, stands near Finland Station, where Vladimir Ilyich Lenin arrived from Helsinki after his years of exile, to lead the Marxist revolution. Preserved near the memorial is the train on which he returned.

**great*

McGill News

September 1972 v. 53 #4

Why are students frustrated with the present educational system? What kind of higher education do we need? For some answers see pp. 10-15.

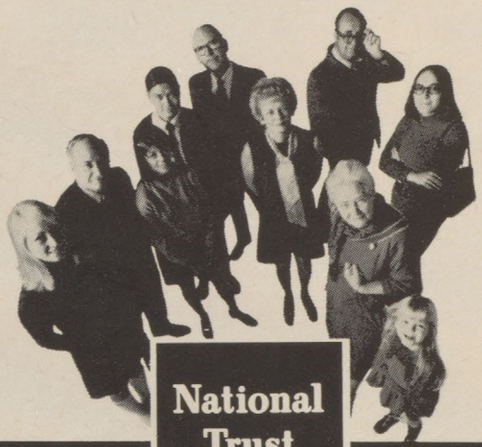
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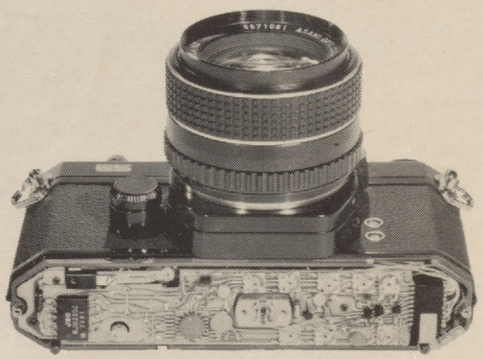
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Jack R. Miller
Bruce Cleven
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cGill News
ume 53, Number 4
otember, 1972

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Letters

What the Martlet Hears

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by Edgar Andrew Collard

Where They Are and
What They're Doing

Society Activities
by Tom Thompson

dits: Cover, Tib Beament; 6, *Moving Camp*, 7, *Family Group*, ravings from the West Baffin Eskimo Co-operative catalogue; 15, Alan Gallett.

McGill News is published six times per year, January, March, July, September, and November, by the Graduates' Society of Gill University and distributed to graduates of the university. The yright of all contents is registered. Postage paid in cash at third-s rates, permit number H-6. Return postage guaranteed. Please ress all editorial communications to: The *McGill News*, 3605 ntain Street, Montreal 109, Tel. 392-4813. Change of address uld be sent to: Records Department, 3605 Mountain Street, Mont-109.

Note book

At a recent conference of the American Alumni Council, the dilemmas of higher education were discussed within a rather alarming framework: the need for survival. The title for the opening slideshow was the H.G. Wells quote, "Human history becomes more and more a race between education and catastrophe." Although that approach to the subject seemed a little overdramatic to some of the 800 alumni officials present, it did strike a note of truth in our present context of rampant student disillusionment. Whether we are, in fact, racing towards catastrophe or are driven by a desire for improvement, it is clear that education continues to be an important issue.

Many McGill students feel frustrated with the present educational system. Some seek to change it, and others just drop out. After talking to teachers, administrators, and educational theorists, one can no longer be content with the argument that students' dissatisfaction is just a by-product of the affluent era. The problem is more complex than that. In many instances the frustration is born of society's inability to utilize — or even properly defend — its present university system. In Canada today many graduates cannot get jobs, yet paradoxically, students still flock to the institutes of higher learning.

Merely to admit that the present system is out of date and in need of an overhaul is to desert a vital issue which involves all of us as students, parents of students, or just well-educated public. If we are ever to see real improvement, our thinking must go further. On pages 10-15 of this issue the *News* follows through to the next, more positive phase, examining the problems and proposing possible solutions.

The cover drawing summarizes the conflict amongst the three spheres involved in a complete learning experience: the intellectual, the emotional, and the physically active. The conflict is shown as a battle of three giant, surrealistic butterflies which are guided by manned cockpits and armed with machine guns.
The drawings accompanying the articles on education symbolize five cycles implicit in the learning process: the cycles of discrimination, observation, growth, involvement, and finally, transmission. *C.C.G.*

Letters

Apathy Out West

"You feel strongly about Quebec, don't you?" This remark has been made to me dozens of times since I came to Vancouver a year ago, after nearly ten years in Quebec. If one feels strongly about Canada, one *has* to feel strongly about Quebec because the future of both is tied up. After nearly twelve months in Beautiful British Columbia, I would like to comment that a very high proportion of the people here do not really consider the future of Canada. The French-speaking Canadians seem to be much clearer about what they want: they are either for the independence of Quebec, or are for Canada, not necessarily as it is presently, but Canada nonetheless.

Dean Helmut Blume would find many "British subjects with residence in Canada" in B.C. How many British Columbians are *of* Canada? People here are easily anti-American, or pro-British, or anti-French Canadian. When are they pro-Canadian?

Bernard J.R. Philogène, MSc'66
Vancouver, B.C.

Customer Consciousness

I don't know whether the mood of the *McGill News* is a true reflection of that of McGill itself, but each successive issue seems to come on more depressing than its predecessor.

However, at least a few graduates look at the *News* more for the same sort of reasons that we go to conferences, not so much to soak up ideas, as to catch up with old friends.

What a pleasure it is, therefore, to encounter Charles Perrault, that eternal wellspring of sanity, discussing French in business and gently reminding us that "the customer is always right." Common sense, the practical application of logic, is out of fashion, and so you must be twice congratulated on the appearance of his wisdom shining through the morass.

The highest title in business, it is said, is customer (the lowest is brother-in-law!) and any attempt to sell French as the language of business has to contend with the fact that the employer is the customer.

Some employers, of course, cannot choose where they shop – Coke bottlers, real estate tycoons, newspapermen, and resource industrialists, for example. But many others are more mobile and can arrange to buy their goods elsewhere.

Everything you say about French in business is absolutely right, old buddy. The sooner employers speak French the better. But in a modern economy, the many employers who have mobility are also customers – real ones – and, as you said when you came in, "the customer is always right."

J. Wallace Beaton, BCom'43
Woodbridge, Ont.

On McGill and Quebec

On page 48 of the May issue of the *News,* one reads, "It [McGill] has claimed to be an intermediary between Quebec and the rest of Canada . . ."

That's fascinating! As a former Nova Scotian, may I ask if we may have some further details?

Mrs. Dorothy Trainor
City of Two Mountains, Que.

Editor's Note: Laurier LaPierre, whose quote you refer to, was kind enough to write the following reply.

Evidence of McGill's claim of being an intermediary can be found in these documents: the McGill Brief to the Royal Commission on Bilingualism and Biculturalism, March 1, 1965; the principals' reports, particularly those in the 1965-68 period; and various documented announcements made by principals and vice-principals during the last few years.

All those documents support the following contentions: McGill has educated many French-speaking Canadians; McGill has provided community services all across the province; McGill, as an English-speaking institution of great repute and scholarship in a predominantly French-speaking Quebec, has always tried to bridge the gap between the "two solitudes"; since the reassessment of the early sixties, McGill has proclaimed this goal as one of its primary missions.

Whether McGill has really done this at all, done it well, or whether it *should* do it, is a matter of personal opinion.

Laurier LaPierre
Professor, Department of History

Reflections on Blume

I would like to commend your efforts in bringing out a very well arranged and informative issue of the *McGill News* May 1972. It succinctly delineates the main issues involved in the Quebec-Canada dialogue.

Being a first-generation Canadian citizen of neither English nor French stock, I particularly endorse the views expressed by Helmut Blume in his "Réflexions d'un nouveau canadien errant." He has put the finger on the *malaise* – "Give a Québecois his legitimacy, his pride, and he'll give you his loyalty as a Canadian."

Maybe I see it because I am also a "*petit maudit bâtard*" like Dean Blume!

Rev. Vasant R. Saklikar, BD'69
Kinistino, Sask.

What More Can Be Said?

I thought you might be interested in the enclosed interpretation of your Quebec issue cover as seen from a different vantage point. A bulging Florida represents the winter influx of Québecois and Québecoises. I leave all commentary, political and otherwise, to you.

My Canadian-born, American-educated, nine-year-old daughter drew it to my attention – she marches to a different drummer (Yankee Doodle).

Eileen Major van Heyst, BA'52
Bronxville, N.Y.



What the Martlet hears

iver Leaves

ll that I can say to you is that I intend to ve my vice behind and take my principles th me." That pronouncement of former Mc- ill undergraduate, graduate, lecturer, pro- ssor, senator, and administrator received the mediate reply of unified laughter. The '72 ts graduates and convocation guests who lis- ned to his parting speech will probably never aware of the energy Michael Oliver has de- ted to his university in the thirty years he ent here.

Now that Dr. Oliver is leaving us for his new sition as president of Carleton University in ttawa, it is time to take stock of a gentleman warmth, volatility, concern, and cutting hu- our. At the university Oliver is widely recog- zed as the energy behind the difficult and ten frustrating effort to integrate with French anada. He reflects a new optimism, which he largely responsible for, when he says of the l-year-old institution: "Today I would not ntertain many fears of the past. The university learning to play more of a role in Quebec ciety, and Quebec is learning to take McGill ore into consideration."

As former chief academician, his innovative aracter has a history of friendly tangles with e more conservative community. He dis- grees strongly with the notion of under- aduate education as preparation for a career, ggesting that its main function is to provide forum for questioning and learning for the ke of personal development. He has long en interested in self-instruction methods and vours project-oriented courses which would otivate students to work together for a mmon solution. In his view, universities ould be encouraging students to consider a riety of problem areas in the hope that they ll realize more fully the value of their studies relevant to the needs of society. At the same ne, he contends that society must develop a eater awareness of the true nature of an dergraduate degree as representing three ars of study at a university rather than ap- ed ability in any given area.

"No matter how hard the Senate and faculty to bog themselves down in the wild reaches pettifoggery, they succeed surprisingly often coming up with sensible answers to the university's problems," said Oliver in his closing address. He may have been alluding to the way the university handled the difficult task of replacing him. For, pettifoggery or not, it once again made a wise choice. The new vice-principal academic is former Dean of Students Eigil Pederson, a popular forty-two-year-old trained educator. □

Learned Societies

Usually summer at McGill is a tranquil time, with the campus relatively deserted compared to the rest of the year. This summer was exceptional, however. The vacation atmosphere, created by tanned frisbee players and sunbathing summer session students, became the setting for the visit of nearly 6,000 academics from across Canada, U.S., and abroad. The occasion was the annual meeting of the Canadian Learned Societies, held from May 29 to June 10. The forty-four participant groups, who last year met at Memorial University in Newfoundland, gathered here to jointly advance learning and scholarship in the fields of human and natural sciences.

At first glance, Canada's annual carnival of knowledge appeared to be little more than a forum for the exchange of pleasant esoterica. An extreme example of the abstruse topics focussed on is a paper presented to the Institute of Onomastic Sciences entitled, "Charactonyms in Garcia Lorca's 'The House of Bernarda Alba'."

Amidst the lofty dissertations of cloistered academics could also be heard some very cogent comments reflecting a close touch with immediate realities. Mitchell Sharp, Canadian external affairs minister, and Ian McDonald, deputy minister of the Ontario Development Corporation, spoke on Canada's economic position in North America. Former Peruvian President Fernando Terry lectured on the future of South America, while Nobel prize winner George Wald presented a paper on the nature of the Vietnam War.

Renowned American economist, John Kenneth Galbraith, was probably the most popular attraction of the entire conference. In his speech, he blasted the small corporate bureaucracy which forms the backbone of the American technostructure, stressing that "the needs of today's consumers and voters are not the real source of much corporate and social decision making."

As we wandered from lecture to lecture, and academic discussion to academic discussion, we questioned: What, after all, is the point of such gatherings? Many of the visiting delegates, it seems, had similar thoughts. Norman E. Wagner of Waterloo Lutheran University, a veteran of academic conferences, was one of them. "Slowly, to be sure, things have changed," he observed. "We have exchanged our dormitories for hotels, and our hotels for more expensive hotels. We have instituted registration fees, and raised dues, yet attendance continues to rise each year. Could it be that we're doing something right?" He went on to answer his own question admitting that at the very least, the conference gets professors out of their own lecture halls – even if only to the nearest bar. □

Macdonald Move Improbable

In a time of confusion and debate over the fate of Macdonald College, the dual job of vice-principal of Macdonald and dean of the Faculty of Agriculture would not be tempting to many. But Dr. A. Clark Blackwood who took on those two challenging positions last April seems confident. While recognizing that the drawn out indecision over the location of his Faculty has taken its toll on the morale of students and staff, he is nonetheless optimistic about the future. "We're making plans as if our location wasn't going to change. If it does we'll just revise our plans," he says with assurance.

Since the spring of 1968 the Faculty of Agriculture has operated under the cloud of a large and important question: Will the Faculty be relocated on the downtown campus so that a CEGEP can be established at Macdonald? A host of committees and subcommittees at all levels has considered the issue. In the fall of 1970 the Budget Task Force, a subcommittee of the Planning Commission, recommended the move on the grounds that McGill could cut $1 million from its expenses if it dropped the maintenance of the large Macdonald campus, which served relatively few students once the Education Faculty had moved. The final outcome of the debate is still unknown since the

problem is currently being studied by the Ministries of Education and Agriculture. In the meantime, John Abbott CEGEP is sharing some of Macdonald's facilities with the Faculty of Agriculture and will continue to do so for at least two more years. Dean Blackwood predicts that the move will not take place very soon, if ever. However, as a former member of the Planning Commission, the dean recognizes that the move has attractive academic possibilities. "But," he asserts, "the research and teaching of the Faculty of Agriculture are essentially tied to the producing area, the farm. We have an advantage at Macdonald in that we are a small operation in a quiet atmosphere."

These days when bigness in education is often equated with goodness, a small, quiet operation can easily be assumed to be a static, backward one. That is not true of the Faculty of Agriculture. In recent years the Faculty has undergone extensive changes enabling it to keep pace with the rapidly expanding fields of agriculture, ecology, and food science. Last year a restructured undergraduate curriculum with a new emphasis on environmental studies was introduced. The new program allows students a greater choice in their area of study and increases possibilities for interdisciplinary research.

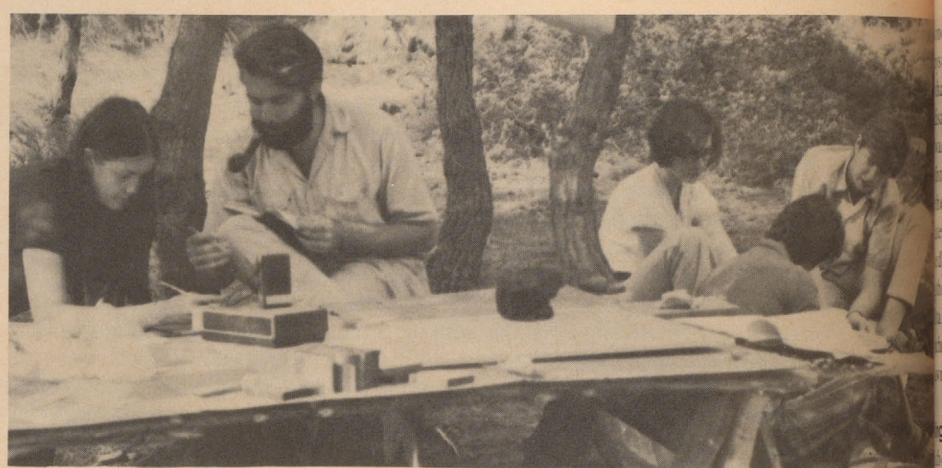
New developments are not limited only to curriculum restructuring, however. The computerized Dairy Herd Analysis program has been broadened, and within the next few years, expansion is expected in the department of food science with greater attention directed towards food management at the consumer level. The dean is also very enthusiastic about the recently established wildlife program and hopes to see growth in that area during his term. □

Cooperation in Action

Inter-university cooperation, prevention of needless course duplication, and enlightened academic collaboration are all common conversation topics in Montreal's university community. Is it all just impressive talk, or is something really being done to more effectively and economically utilize the resources of McGill and the University of Montreal? In at least one field very real cooperation has been going on, albeit on an unofficial level. Since 1968 ten professors and research assistants in medieval and Renaissance studies from the two universities have been exchanging ideas and communicating research results.

The most notable product of their joint effort is a 200-page *Guide to Medieval and Renaissance Studies in Montreal,* a bilingual manual which provides a comprehensive listing of Montreal's resources — courses, libraries, texts — related to the study of the Middle Ages and Renaissance. By flipping through the book, the interested student can quickly get a clear picture of the facilities available at institutions on both sides of what used to be called "the language barrier." □

Classics Professor John Fossey (second from left) and some of his students examine archeological finds uncovered during their summer excavation project in Greece.



Digging History

Five thousand years ago a small community in central Greece progressed from the Stone Age to the Bronze Age. Two months ago an even smaller community, consisting of ten McGill classics students and their professor, Dr. John Fossey, gathered at the site of that historical happening to dig for information about it. Their work is likely to fill an important gap in our knowledge of early man, for it promises to answer such questions as: What was the basis of the community's economy? What was the villagers' diet? What weather conditions were they subjected to? Why did they suddenly stop living in the area?

The project first broke ground in 1965. Fossey, then working in Greece with a British archeological team, identified bits of pottery and obsidian as remnants of an early Bronze Age village. Preliminary investigation confirmed the importance of his discovery and opened investigation into an unexplored period. "We know about the Bronze Age primarily from digs at Lerna, near Argos," explains Fossey. "But Lerna was occupied during the Neolithic period and the second phase of the Bronze Age. Our site at Perakhora was occupied during the first phase of the Bronze Age and the beginning of the second. Now that we've explored Perakhora, we'll be able to dovetail the information from the two sites to obtain a continuous sequence of knowledge."

The McGill team was the first Canadian-led expedition ever to be granted permission to excavate in Greece. On arrival at the site early in July they already had some idea of what to expect. The initial work done in 1965 indicated that an obsidian tool factory had been located there, and the group hoped to learn more about its operation. Also, since they had reason to believe that the community had engaged in a high level of trade, they were interested in tracing the ancient trading patterns.

Furthermore, preliminary research had revealed the remains of an earth rampart, a unique type of defence work for that part of Greece. The rampart may be related to the villagers' eventual disappearance, since they might have built it to protect themselves from hostile attack. Professor Fossey sees that as

ly one of several plausible explanations for e mystery of their disappearance. He sug- sts that it may have resulted from some nat- al disaster such as an earthquake or large lal waves. Analysis of soil samples brought ck from Greece may provide the answer nce the size and type of the sand grains can dicate the climatic conditions of the period. The dig itself was only the first step in unrav- ling the intricacies of early Bronze Age life. will take about two years of in-depth search at McGill before firm conclusions can drawn. □

orking out with Words

hen the physical education student retires m his post-game shower, like every other cGill student, he has his share of reading, iting, and research to do. As of last May, he s a comfortable locale in which to do it — e new A.S. Lamb Reading Room in the re- ntly completed west wing of Sir Arthur rrie Gym.

The existence of that room is surely in eping with the spirit of the man to whom s dedicated. Dr. Lamb, often known as "the ather of Physical Education in Canada," rved as director of McGill's School of Phys- al Education from 1920 to 1949. He was re- onsible for several important innovations in at department, including the first diploma urse and the first coed degree program. A end of many graduates, Dr. Lamb is remem- red for, amongst other activities, his work as e of the first directors of the McGill Student alth Service. □

ng Overdue

any of us have failed courses at university. the past such courses could only be salvaged devoting a summer to isolated, often dis- uraging preparation for supplemental ams, or by spending an extra year at univer- y. Either solution was frustrating, especially cause they were the products of an inflexible ademic schedule.

This past summer, McGill initiated a mmer session which should eliminate much that frustration. It was designed to meet the eds of a mélange of participants. It gives ose who failed courses the opportunity to repeat them during the summer in an atmosphere conducive to careful relearning of old material. For regular students interested in lightening their fall-winter course load or paring a five-year degree program down to four, the summer school offers a choice of many prerequisite and general interest courses. In addition, non-Quebecers can make up missing credits during July and August — a welcome alternative route to the full CEGEP program. CEGEP students can also profit from the session since many of the courses fulfil their requirements. The group to benefit most from the new program is probably the province's teachers. The dates of the session fit neatly into their summer break, and the courses available allow them to update their credentials or specialize.

McGill has offered summer courses before. However, in previous summers they were uncoordinated and offered by separate departments which, bizarrely enough, could give credit only to students from outside McGill. Now summer courses are centrally administered and can be taken for full university credit. The program is long overdue. As Professor Gordon McElroy, director of the new summer session, pointedly commented, "Year-round operation is a *fait accompli* at most universities. McGill's summer school is unique only in that it was late in starting compared to other places."

The summer session first began to take shape in 1969 when the Subcommittee on the Twelve-Month Operation of the University examined various modes of more effectively using McGill's resources during the summer months. It became the task of Professor McElroy, who was at that time interim director of the school, to explore the administration of existing summer schools elsewhere in Canada and propose the structure and curriculum for one at McGill.

For most students, the doors of the new summer school opened on July 4, and closed on August 11, although some courses in management and physics began in May and ran until early June. The six-week courses covered essentially the same material as their six-month equivalents. Because of the intensification and compression of the work, students were allowed to take no more than two full courses for a maximum of twelve credits each summer. An impressive range of courses was offered considering the program was in its initial year. The Faculty of Education alone offered nearly 100 courses, and the Arts, Science, Engineering, Management, and Religious Studies Faculties each offered a wide selection.

Entrance requirements for the summer school are the same as those for the full-time fall and winter sessions. Response has been encouraging with approximately 2,200 applications submitted, about 70 per cent of them from teachers. □

Marginalia

Activity at this summer's Learned Societies Conference was hectic in more ways than one. The girls who staffed the information booth like to recount the story of the man who came to them asking where the sandbox was. Inferring that he was looking for the children's day care centre, they directed him to the Engineering Building. He returned later with the same question, this time making it clear that he was looking for a washroom! . . . Dr. Patrick Cronin, formerly associate dean of the Faculty of Medicine for Graduate Studies and Research has recently succeeded Dr. Maurice McGregor as dean of medicine. . . . McGill has recently launched a five-year campaign for public support with the goal of collecting $25 million . . . Among the new McGill-Queen's Press releases is a philosophical work on Kierkegaard's *Purity of Heart.* The book is called *To Will One Thing* and its author is Jeremy Walker, associate professor of philosophy at McGill. . . . The last class of full-time, McGill-trained nurses graduated in May of this year. Now that nurses' training has been transferred to CEGEPs, McGill is reorienting towards providing post-CEGEP nurses' education. . . . Several McGill professors helped organize the twenty-fourth International Geological Congress, held this August in Montreal for 6,500 earth scientists from 115 countries . . . . Asked Mrs. Bacharach, in typical motherly style, in a telephone conversation after Burt received his honorary degree at McGill's convocation: "Was his hair combed?" □

A McGill doctor considers the role of white man's medicine in the Arctic.

Ever seen an iceberg smile?

by Dr. Alex Williams

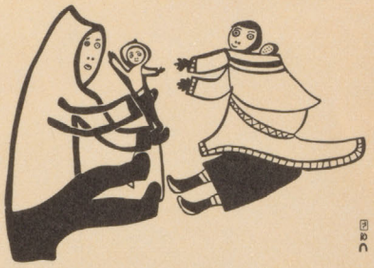


A few weeks ago I sat on the timeless rocks of Ellesmere Island chatting with an old Eskimo lady, her face tanned and wrinkled from a lifetime of peering at the white horizon for the movement of a distant caribou or the return of her menfolk from the seal-hunt. As we talked, her fingers stitched the seam of a skin boot with yarn from the sinews of a narwhale. It was midnight and the muted summer sunlight brushed the endless Arctic Ocean, laced at the shore by bridges of snow. Around us pools of violet water rinsed the rocks, and the distant crack of splitting ice punctuated our hesitant words. I asked her if she could remember when she had been born. She replied that she was not sure, but that it was before Christ came. By this she meant before the missionaries had arrived. She had given birth to fifteen children of whom six had survived long enough to have children of their own. Her husband had died a few years before. She did not know why, only that he was too old to stay alive. She loved the summer because the days were as long as a memory, and the walrus and the narwhale splashed about close to the shore where she lived. Summer was the time for fishing, when the Arctic char ran fast and free in their thousands, and a man with a fast eye and a faster hand could grab one straight from the icy water. She had seen her father do that.

As a small girl she remembered that summer was the time when the white men came in their ships; the bearded whalers, the missionaries, the men from Hudson Bay. Sometimes they even came with a few white women whom she thought were very pretty. As the years went by other *kadloona* came, the teachers and administrators, men who built things with wood and iron, the nurses, the doctors. In many ways they had made life easier for the Eskimo. Easier, but not always better. Somehow in the old days, when life was so cold and hard, people seemed happier. But she smiled and thought she was getting old now and knew that old people often regard the old days as the best because that was when they were young themselves. Now her grandchildren could all speak English and one would train to become an electrician. She did not think that he would be interested in seal-hunting anymore.

There has been a certain historical inevitability about the confrontation of western civilization and what we choose to call more primitive cultures. The Caucasian impact is overwhelming. From the earliest seductions by coloured beads and mirrors, to the advent of the rifle and internal combustion engine, resistance to men of such power has been scanty. Acceptance of the new way is total at this point. The white man even brings a new religion along with him. Centuries of preserved culture go down the drain, and tradition is washed away in a tide of gasoline and alcohol. In Arctic Canada, surely the last colonial outpost in North America, with its manicured paternalism camouflaging a desperate endeavour to dig a fist into the illusive natural resources, there are many Eskimos hunting in the tundra with wires and batteries in their chests to keep their hearts beating, and at least one with a kidney transplanted from his sister's body. This surely is the stuff of miracles and men on the moon.

I recall some years ago working in a leprosy colony in the Zambesi Valley, Zambia. There were more than a thousand patients. Because of the risk to infants born into a home with actively infectious parents and the variable success of birth control techniques, male patients lived on the top of one hill and females on an adjacent hill. The valley between them was patrolled at night by proven and reliable male patients adorned with silver badges and truncheons. Friday nights were always bad news. That was when the crudely prepared maize beer was imbibed unmercifully. After one such occasion a large African ran charging down through the valley, up into the female quarters and created what may be modestly referred to as total havoc. For that cardinal transgression he was summoned to my office in the hospital at three in the morning, where he tore a large chunk from my trouser leg with his teeth and was banished to the mattress on the floor of the morgue to cool off, as was the custom. It was unfortunate and unforeseen that a new and recently graduated African nurse should be in charge for the first time that Friday night. As she made her way slowly from one wing to another with the aid



a flashlight, she heard an unmistakable
oan from the morgue. Pulling herself to-
ther and remembering everything she had
er learned about morgues, she realized that
s was not the type of noise that should be
anating from such a chamber. A second
er there was a shattering of glass and a figure
erged through the skylight of the morgue,
came stuck at the waist, and commenced os-
lating, half-in and half-out. At this moment
e nurse lost control and became hysterical.
mmoned to the scene by a trembling or-
rly, I quietened her down and explained what
d happened. After a time she looked up with
lief on her face and said, "I knew white man's
edicine was very good, but not *that* good."

ften think of her words. In an extended
nse, how much "good" has the totality of our
mmitment in northern Canada really accom-
ished? The same march of progress that pro-
ced penicillin also spawns oil slicks and ciga-
tte machines. The waves of explorers and
halers who brought tea and flour helped
sseminate tuberculosis and venereal disease
nongst a people with little resistance. Today
e highest rates of gonorrhea in North
merica are found in Canada's northern re-
ons, and the highest rates of tuberculosis in
e world are in the eastern Arctic. With the
dical change in diet that accompanied the
kimos' movement away from the land and
nting, and his absorption into settlement
e, we have witnessed the genesis of the dis-
ses of stress and sugar. The days of nomadic
nting, of rich protein catches eaten raw to
eserve the vitamins, are all but over. The ex-
ange has been a poor one. Hypertension,
herosclerosis, peptic ulcers, and neurotic ill-
sses are all emerging as new disease patterns.
has taken less than twenty years for the Es-
mos' teeth to deteriorate from being amongst
e best in the world to almost the worst. The
lentless erosion of dentition produced by soft
inks and sweet biscuits (often a staple diet
the far North these days, since the prohib-
ve price of fresh frozen meat makes it almost
ich man's indulgence) manifests itself in the
ckets of extracted teeth thrown away after
ntal clinics. The introduction of the snow-
obile and high power rifle, both used to their
limits at certain times of year, have resulted in an unprecedented degree of nerve deafness from noise trauma. In some Eskimo communities there is hardly a male adult remaining with normal hearing. The day of the silent Eskimo may ironically return.

In contrast to this withered legacy of western technocracy, two important medical achievements emerge of which we may be proud. Firstly, by intensive immunization programs and antibiotic therapy, the fatal infectious diseases have effectively been wiped out. Secondly, the hazards associated with childbirth for both mother and child have been drastically reduced. Those two notable achievements have largely been responsible for the rapid population growth in recent years. The quantity of life is now assured. But what of its quality?

It is most unlikely that historically the Eskimo had a mental-health problem of any magnitude. Perhaps there is a mental stability that goes hand-in-hand with physical Stoicism. There were, of course, the psychotics that exist in any racial group. The Eskimo culture, constructed solely around survival in the most inhospitable land on earth, dealt with the mad, the lame, and the very old by simply leaving them behind to perish. Emotional problems and personal feuds, however, were often resolved by seating the patient opposite an elder or shaman within a group of sympathetic Eskimos in a large circle. Questions were asked, explanations sought after, and the required support or judgement given. That method of handling such problems was a remarkably successful predecessor to what we now refer to as group therapy. Acts of foolishness and aggression due to alcohol did not occur because there was no alcohol. Apart from a few berries in the summer, nothing grew that could be fermented.

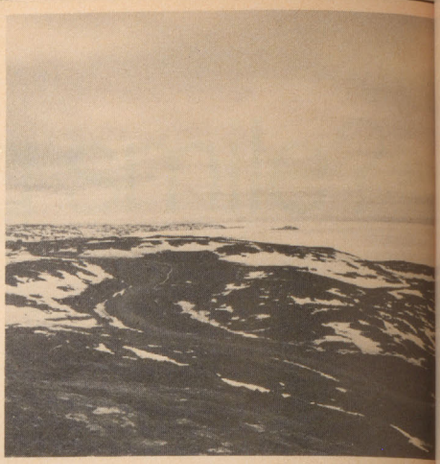
With the increasing involvement of white society in the Arctic, the mental tranquility of the North has been disturbed. The cultural interface and its resultant stresses have produced mental casualties on both sides. Mental health in the North has now become one of our major concerns, gathering under its dark umbrella Eskimo and white alike. Its offshoots are diverse: the depressions and anxieties of middle age, the aimlessness of youth trapped between two worlds, the victims of alcohol abuse, the suicide rate which is double that of the rest of Canada, and the nostalgic retrospect of the old lady on the rocks in Ellesmere who simply feels that people aren't as happy anymore.

If only at the time of the initial confrontation with the "great white way," the Eskimo had been able to choose the good and leave the bad. That has never been possible. All is embraced because the judgements which can direct choice are based on experience. Perhaps, as the years go by, a process of selective rejection of much of what the *kadloona* has brought will take place. In the meantime we should perhaps see our commitment, not to opening new horizons, but to reclaiming ground already lost, and endeavour to cure those maladies which we ourselves bequeathed at another time. But perhaps we do ourselves an injustice. Maybe in a truly utilitarian sense we have really done more good than is apparent. Unfortunately, we will probably never know. □

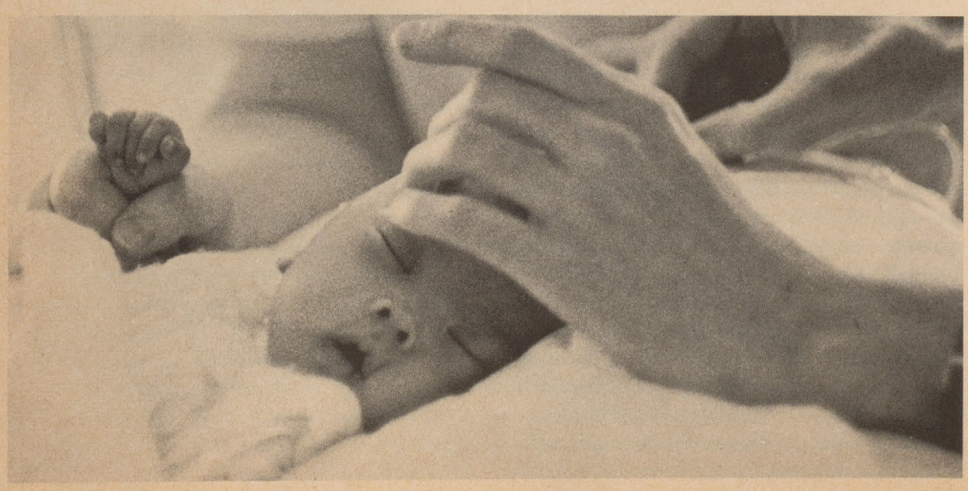
Dr. Alex Williams is medical director of the vast Baffin Zone of the Canadian Arctic and chief local representative of the McGill-Baffin Medical Project. The project is coordinated by the university and staffed by two of its teaching hospitals, the Montreal Children's and the Montreal General. McGill's participation consists of flying specialists to the northern region for two or three days each month, advising doctors permanently stationed there, and educating twenty-four interns and residents each year in Eskimo culture and geography. Doctors-in-training can choose to serve for three summer months in some of the twelve remote nursing stations. "Without the lab resources they are accustomed to, the young doctors quickly learn that their clinical acumen is their most valuable tool," Dr. Williams points out. The program's goal is the development of a resource pool which will one day provide the Arctic centres with permanent doctors who will have spent a year or more at the thirty-two-bed Frobisher Bay Hospital.

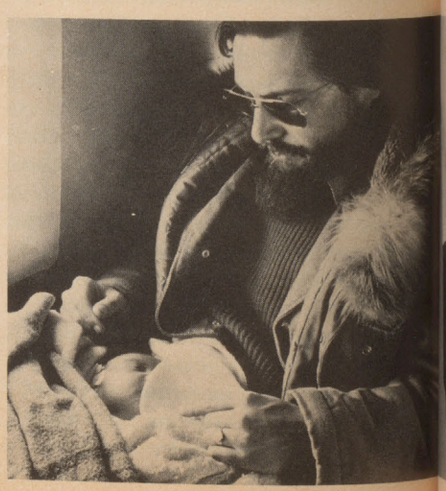
Eskimo care

by Charles C. Gurd





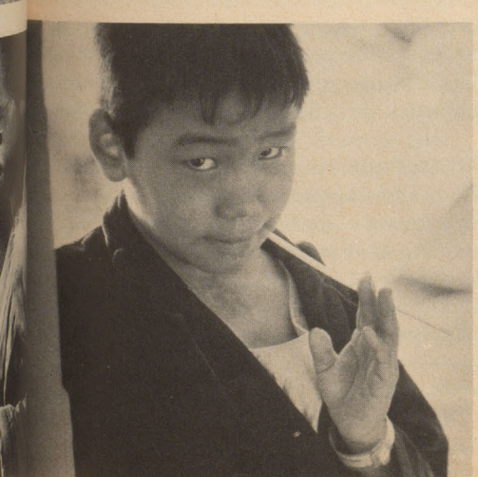


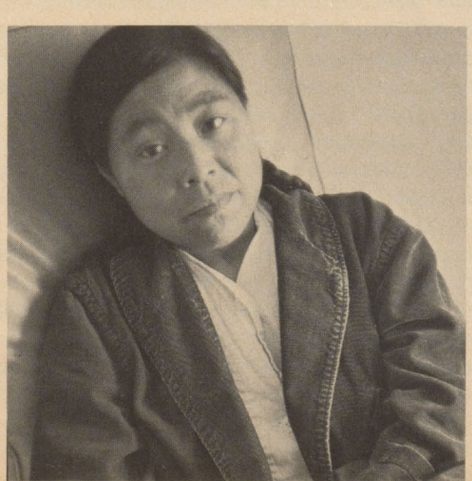


Opposite page: A view of Frobisher Bay ○ Eskimo mothers await treatment for their babies at the outpost of Igloolik ○ Week-old infant, Daniel Angilirq is given an intravenous needle ○ Dr. Williams looks after Daniel while he is flown from Igloolik to Frobisher Bay for more specialized treatment ○

Below: Dr. Bortolussi of Toronto, on elective service for one month at the Frobisher Bay General Hospital, diagnoses two young children ○ The Arctic is reflected in the eyes of three Eskimo patients ○









Education for survival

by Dave Chenoweth

"Indeed, whatever is wrong is the fault of the schools, for is it not there that we learn to become what we are? This common indictment overlooks but one point, which is that the schools are run by adults – and run to suit other adults in political, intellectual, and business life. The schools are thus as fully products of our political, business, and public opinion as these are the products of our schools. It is because the link is so close that the schools are so hard to change."
The House of Intellect – *Jacques Barzun*

Education is like ancient alchemy. We ask for riches from it, using formulas based more on superstition than natural law. University is the alchemist's crucible from which we expect both the functional alloys of practical training and the decorative gilts of abstract thought. Its potion is a mixture of varied elements of human chemistry concocted to satisfy the needs and desires of many constituent groups.

But alchemy has failed, and the society which has worshipped university education as the "open sesame" of life must finally confront the failure of its magic. Though we charge our alchemist-scholars with betrayal for not turning lead into gold, in the final analysis, we must realize that we are as much at fault as they.

Once we accept name-calling as futile, we are at least on the right track. We are ready to begin the difficult and sorely needed task of identifying what is wrong with our universities. Only after this is done can we endeavour to improve them.

Let us begin by considering the functions of the university, examining them to see if they are really what we need. Primarily the university exists as a training ground for "useable" graduates possessing advanced skills. They are the professionals and specialists, the men whose education has been limited to the particular field in which they operate. In our blind worship of efficiency, we concentrate on producing human units with single functions in as little time as possible. Graduates of the more abstract disciplines, the liberal arts, are considered secondary.

Despite the generalists' secondary status, however, the university devotes a great deal of its time and energy operating as a testing ground for them. Their liberal arts degrees, granted on the basis of their ability to write papers on Carthaginian history or the artist as a Jung man, attest to their intellectual superiority. That superiority entitles them to the white collar jobs, and the better the job, the starchier the collar.

Clearly then, the university's problems are the product of conflicting perceptions and demands. We see the university as reaching towards a number of goals, and we insist that they be achieved simultaneously and excellently. The role of education continues to be surrounded by confusion, while survival in a fast-changing world becomes increasingly crucial. Despite our intense schooling, we are not even taught to think – to invent solutions to new and unique problems in a world where three years can mean a generation gap and six, obsolescence.

Roles Muddled

Our present university system is failing partly because its roles are muddled. It divides where it would be wiser to combine and combines where separation is needed. What, for example, is the result of separating practical from liberal arts courses? The product is conflict, communication gaps, and increasing social chaos. We produce writers who do not understand their own times. We develop businessmen confused and frightened by socialism and consumerism. Our high-rise apartments are built by men with no training and little understanding of the mental neuroses produced by stark urban living. Our scientists turn out techniques and products without even being partially able to judge their social impact. In the end, our technicians are baffled by social currents, and our abstract thinkers feel victimized by technology. The usual rationale for such a division is one of efficiency, an efficiency which makes it easier to produce limited intelligence in vast numbers, rather than wide-ranging minds. But the rationale is false. At a time when we are at last asking the question, Efficiency for what? the university can no longer use that goal to justify its outdated structure.

Moreover, the university system is suffering from a type of schizophrenia. Simultaneously, it tries to be both a centre for passing on knowledge and a centre for adding to knowledge. Because it attempts to combine the functions of teaching and research, it is staffed by professors whose training is in research and who often neither know nor really care about teaching. The student is the victim. He becomes isolated in his search for knowledge in the maze of traditional academia.

A Bitter Joke

The rationale for university attendance is equally ridden with contradictions. Until the last few years university was the *laissez-passer* that opened doors to the affluent echelons. There was room in the outside world, and a room with a view, even for the impractically educated general student whose real education – everyone knew – would begin on the job. Students attend university today for the same reasons as their brothers and sisters of the fifties did. But the economy has played a bitter joke on their expectations. The new generation of general students is now queuing up. Overeducated and underemployed, they are angry that the myth of education is so hollow.

We live in a world that is depleting its iron and oil at a doomsday rate, a world that abounds in irony and slick answers. We sense a thousand conflicting values, lifestyles, and changes. Many end up wishing to be divorced from reality, but the divorces are paid for with the alimony of social chaos: the psychiatrist's couch, turning on, dropping out.

Our problem today is one of survival, yet we do not have an education that allows people to develop the personal stability which would enable them to relax amidst the confusion long enough to propose viable solutions.

An Applied Education

Ironically, the university environment possesses many of the facilities for survival training. Making use of them will require changes in perceptions, priorities, and structures. Some of those changes are long-term and perhaps idealistic, but others are immediately accessible. McGill is already moving towards some of them.

Survival training can begin by preparing students for the world they will face after leaving university. University programs would



The adjoined male and female profiles depict the process of learning discrimination.

egin with general, yet applied courses.

For example, the new course in introductory conomics would help the student examine pcoming economic trends as they relate to job vailability and salary levels. Statistics would e available on how many McGill graduates hat year found jobs, in what areas, and at what alaries. Lectures would be given on how arious disciplines of study are actually ap- lied in the real world. The practical results f such an education might be to convince stu- lents to leave university and find a more per- onally satisfying career elsewhere.

This approach to functional economic edu- ation is a concept that can be applied to other ields. Introductory political science should ex- mine how the individual can affect government olicy. Instead of teaching the theory of states, hy shouldn't we educate students in the tech- iques of lobbying and creating pressure roups? Instead of analyzing the structures of abinets, why not have students examine how municipal police commissioner is appointed nd how a civilian review board works?

Why not give incoming students a course in aw? Here students would not only be shown he development of our legal system, but the ractical realities under which it operates. Lec- ures detailing the legal rights of the individual ould be given and statistics showing how hose rights apply to the different levels of so- iety would be presented. Such approaches to ractical education – using the experience and pplied knowledge of university personnel – would at least begin to solve the problem of providing young adults with the real tools to function in an evolving world.

The Specialist-Plus

Emphasizing the practical does not necessarily mean de-emphasizing the more abstract liberal arts and humanities. In a changing world, survival depends on adaptation, and adaptation depends, in turn, on flexibility. Such flexibility comes from an understanding of the general areas of human knowledge – philosophy, history, psychology, and anthropology.

The university must loosen its internal boundaries of study. It must bridge the gap between specialist and generalist to relinquish the one-dimensional man. Today we need specialists-plus. We need doctors who can serve as counsellors, engineers acquainted with social planning, and philosophers who understand technology. Those are the types of minds universities are not providing. Couldn't the university create overview courses which would allow the general arts student to acquire insights into technical fields? Why shouldn't the university design seminars that would bring engineering and English students together to discuss the wider problems of reality? A student in the humanities may perceive social problems which the engineer has not considered. At the same time, the engineer or scientist may know of techniques which are but science fiction to the social scientist. Special chairs should be created for professors who are not experts in any one field, but who link a basic understanding of several fields. Such resource personnel could help departments direct their programs so as to be tied in with other fields and the real needs of students. How can a professor of philosophy decide on departmental priorities when he is removed from the areas where his philosophies are applied?

One clear conclusion emerges. The debate on education and the future of our Universities is itself held in too many separate cloisters. A McGill Tripartite Commission on the university tries to develop programs without having representatives of government or social interest groups. Government councils plan education expenditures without considering the psychologies of students or professors. Departmental faculty-student associations make decisions on what should be taught, but the decisions are made without representation from the real world.

There are no total solutions to the problems facing the universities. The directions we should be exploring relate to what the student and society need. However, until solutions are implemented, let's at least tell those who are standing out in the cold that there is no room in the inn today. Let's stop showing a vacancy sign that leaves thousands standing in the lobby wishing they had tried the manger. □

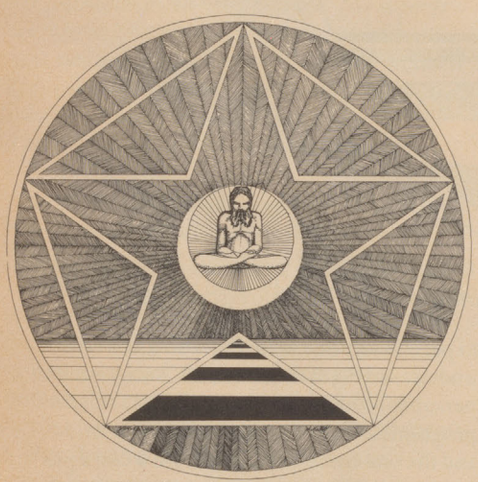
Dave Chenoweth, a former McGill student, currently writes a weekly advertising column for the Montreal Gazette.

Breeding curiosity

Two alternatives to the present educational system are proposed in an attempt to create a more enjoyable learning environment.

Part 1

by Donald Kingsbury



The pentagon and the meditating figure represent the process of observation, the first step towards complete awareness.

Two brothers were sitting under a tree in the hollow near the Three Bares. The younger brother was an undergraduate, doing well grade-wise. He was an efficient student. The older brother was a graduate of McGill, newly married. They were discussing the value of a college education.

"It's not really of much use. Oh, some of it you can use," said the older brother.

"You get out what you put in," replied the younger brother piously.

"Garbage! You throw stones over a fence for four years and you end up with a field of stones and muscle where your brain should be."

"You're doing okay."

"I could have been where I am now when I was nineteen. You'll find out. It's worse than you think. At college you unlearn your enthusiasm and your initiative and any feelings you ever had."

Today's students are getting this kind of feedback from their immediately elder peers. But asking even the graduate what was wrong with his education provides as few answers as asking an unemployed man what is wrong with the economy.

Ten thousand years ago a North American elephant hunter had as much erudition as any McGill PhD has today. How did he pick up that know-how? He wasn't born with it and he didn't take five courses a year and get grades. A red-headed wench I was having lunch with this summer put her finger right on it: "Men are so curious!" Humans have been bred for curiosity. Without it they neither learn nor survive. But the university does not know how to make its resources available to a student when his curiosity is at its peak.

Because of the pathological course system with its complex web of course numbers and semesters, material tends to be presented to the student long before or long after his interest is aroused. Consequently, the university needs the goad of marks to drive its droves of apathetic students who, lacking curiosity, respond only to exterior command and motivation.

Let us erect a new administration which taps the power of curiosity. Structurally that means making a topic or skill available to a student as soon as his curiosity about it is aroused — *and at no other time.* If he is not interested, hold him off until, like hunger, his interest appears. Forcing a child to eat produces a bone-thin adult who hates food.

One cost-feasible structure which will accomplish what I want is the Learning Centre. The university could be a garden of such centres, different plants for different soils. A Learning Centre is a combination library, laboratory, study area, research and consultation centre, evaluation unit, cocktail party, and studies planning service. *A Learning Centre would offer no courses.*

Inspiration

Curiosity isn't aroused in a vacuum. The centres would provide speakers and showmen and debaters for various student groups. That would be one of the functions of the minority of professors who are genuinely good at lecturing and entertaining. They would give short-run performances with no registration and no evaluation, their single purpose being to help arouse student curiosity.

Knowledge Maps

A road map tells you where you are and suggests routes which you may take to get where you are going. A knowledge map is no different.

One function of all the professors associated with a centre would be to contribute to the centre's knowledge map and keep it up to date. For instance, a professor of history might know that military technology has long been associated with governmental structure — cheap mass-useable weapons like the iron sword, the musket, and the rifle being associated with broadly based rule, while expensive, difficult-to-use weapons like chariots and armoured cavalry (and ICBMs?) with the rise of aristocracies. That would go on the map without the details.

A map would have to be designed so that any student walking in off the campus at any level of development could plan his own trip — short or long. The student would have the option of taking out the map and redesigning his course of study at any time. Naturally the centre would provide him with help in reading the map and setting up personal deadlines should he need them.



A student reflects on the growing tree of experience, the basis of true learning.

The Package

Each group of concepts on the knowledge map would have a package assigned to it, a course of study made up by the staff in consultation with one another. Packages would consist, not only of study material, but also of actions which must be completed to become master of that material. Such actions might include three-man discussion on the topic, labs, projects, or papers.

Professors are often upset by the amount of time they think package design demands. They don't realize that they would seldom have to write their own material. What *is* necessary is that they be able to recognize good material written by others. The most important part of package design would be determining which particular learning activities lead to competence in the field. The mere fact of flexible delivery can convert what was always considered to be poor study material into excellent study material. Some packages would teach narrow skills such as mechanical differentiation in math. Other packages would require the student to combine his skills, for example, to apply his math to the modelling of certain economic processes.

Packages might involve group skills. The analysis and criticism of another student's paper can break through that awful feeling students often get that they aren't writing for anyone. The Learning Centres would do the administrative work of putting the students together and catalyzing their interaction without making the mistake of forcing a group to work together for an arbitrary semester time unit.

Consultation

The map and packages would not be enough to keep the students moving. Unique questions would surely arise. References might be obscure. Sources might need clarification. And so, the Learning Centres would have consultants on duty. It would be absurd to have one consultant for calculus, one for algebra, one for logic, one for differential equations, and another for vector analysis when one mathematician could field questions for all of those topics. Some kinds of specialist questions would naturally arise, but so infrequently that a specialist need be on call, say, only one hour a week.

The consultant would also evaluate package effectiveness. Too many student queries of one type would indicate a package teaching defect – obscure writing or perhaps improper selection of clarifying problems. The consultant's account of the kinds of problems he was being asked to solve would go into the package file as data for package revision teams.

The Design Team

One of the more exciting aspects of the redefined professorship would be membership in the package design teams. Gone is the back-breaking work of getting a whole new course together in one semester. A centre would decide that an important new concept had come up and should be made available to the student. So a team would be assembled.

Package design means finding answers to a whole range of questions. What is the best reference material on the concept? Is the concept best learned alone or in a group? What will the student have to do to make the concept solid? How is student mastery going to be evaluated? What administrative services will the package require? Where does the concept fit on the maps?

A design team may pick an old concept that is confusing students and rework the teaching material, or perhaps figure out how to do the same thing at less cost in money or in student and staff time.

In our present system when a professor stops giving a course, all the work he has done on it disappears. But the Learning Centre would have a memory and would be continually upgrading itself.

Evaluation

Evaluation would allow the student to measure himself against orthodox standards and enable the Learning Centre to clarify his difficulties. It would also serve the important function of defining the student's area of competence when he asks for a degree.

Degrees would be awarded by area covered, rather than by time put in or work done. The student might move from electrical engineering to history, to mathematics, to English in some free-flowing way determined by his curiosity, but the university would not be



The intertwining lovers portray the total involvement necessary for sincere learning.

obliged to grant him a degree until he was competent in some special or general field according to its standards.

Continuous evaluation would pose administrative problems, most of which could be handled by the concept of the master exam. If a student could handle a subset of the master exam, we would consider him competent in that concept.

In many cases the problems of continuous evaluation would solve themselves. For instance, if you were teaching short story writing and the student turned out a short story that people enjoyed reading, he would need no other test.

The present university marks-records system would, of course, have to be scrapped and replaced by a records system more like those kept by a bank.

Implementation

Many professors who get excited about the Learning Centre method and try to put it into action make a fatal mistake and then come to the conclusion that it doesn't work as well as it sounds. Their mistake is trying to fit Learning Centre ideas into present administrative moulds.

They attempt to work within a course, trying to get their students through in one semester. They may define a rigid content so that once a student has signed up he is locked in. They may have too few students to make the use of a fixed resource centre economical. Their students are tied to other courses. Those design flaws are lethal.

There is no way to salvage the university's administrative procedures which cater to the course except by retaining the course and refusing to develop true Learning Centres. Daring new administrative moulds are essential. The new procedures must be able to record credits continuously as they are earned, and they must allow the student week-by-week flexibility in his study pattern.

It is no easy task to lovingly shape a viable bureaucracy out of an old one. But it can be done. □

Donald Kingsbury is a lecturer in the department of mathematics at McGill.

Part 2

by John Monnig and Eigil Pederson

Is Kingsbury's presumption that the present university structure kills enthusiasm a valid one? Is the Learning Centre method really workable? Vice-Principal Eigil Pederson and educational innovator John Monnig address themselves to those questions after examining the Kingsbury approach.

Kingsbury is right. Universities as they are now structured do kill students' initiative, and one key to solving the problem is certainly the matching of knowledge-delivery with curiosity. However, while we basically agree with Kingsbury, we realize that tackling the problems of education is like taking on a mighty dragon. Inevitably any two saints will choose different methods of approaching that dragon. They will equip themselves with different weapons and adopt different strategies. Kingsbury's approach is slightly hasty and overstated. In a rush to formulate a new and better learning system, he seems to forget that the present one still kindles the intellectual interest of some students. For them, the dragon is not all bad.

Still hot from the forge, Kingsbury's weapon suffers from lack of testing. Although our weapon is similar to his, the major difference is that ours has met the dragon. Entitled "Variable Modular Scheduling," it has been operating in hundreds of high schools in the U.S. and Canada for a decade. It has six main building blocks: large-group instruction, small-group instruction, independent study, resource centres, assistance of teacher/counsellors, and performance criteria.

Like Kingsbury, we have used large-group instruction, the standard university-style lecture, primarily to motivate the students. In addition, the lecture can play an informational as well as a directional role. While it is a fine teaching tool, we have found that its overuse produces a situation prevalent in traditional universities where the average student spends far too many hours subjected to "teaching" and far too few, proportionally, engaged in independent learning. The lecture is only valuable when used in conjunction with other methods.

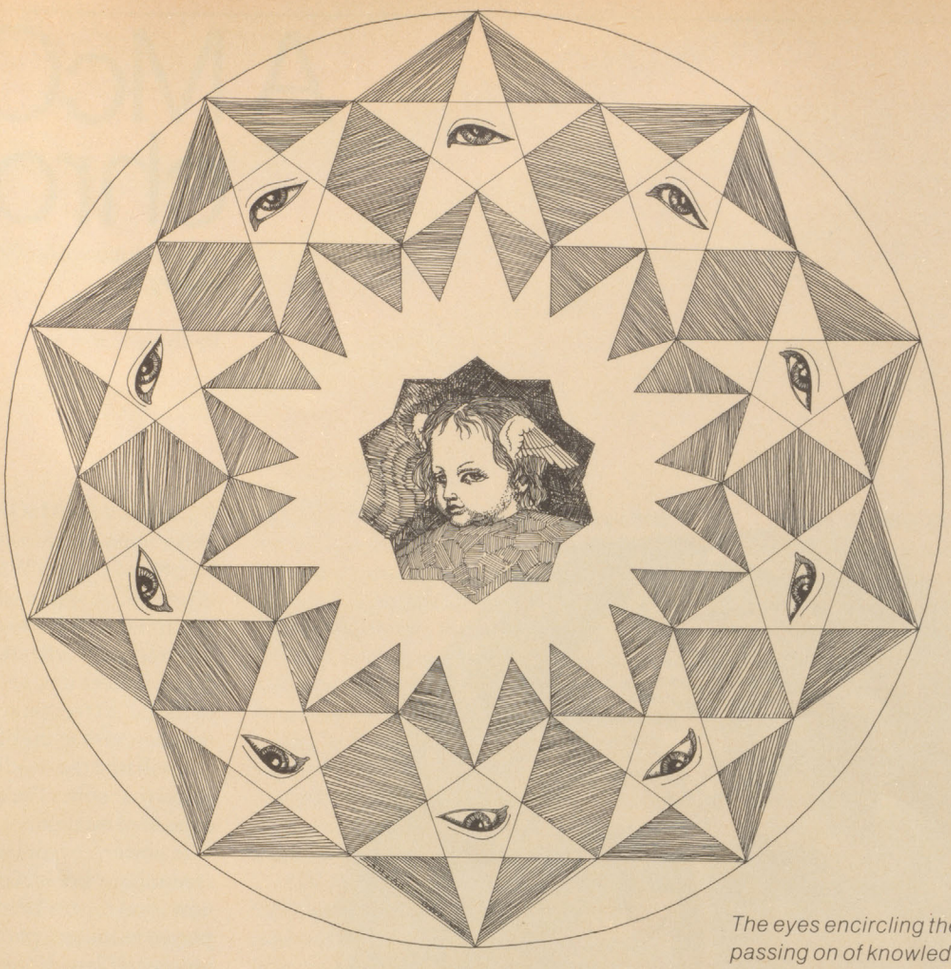
Small-group instruction, which has no precise equivalent in Kingsbury's plan, has been extremely important in Variable Modular Scheduling. It represents a serious change in the mode of instruction typically in use. It is not the form of oral quizzing that often takes place in conference sessions, nor is it the small (and uneconomical) lecture. Instead of talking *at* his students, the skilled leader of small instruction groups helps his five to fifteen students to decide generally what they want to discuss. He helps clarify the issues and encourages participation, using the students' own initiative to promote learning. The group may have many goals. It may be a task group, an information exchange group, a tutorial group (the work often being of a remedial nature), a discursive group for free and uninhibited discussion of a topic of importance to the students, a problem-solving group, an "inquiry and discovery" group, or even a Socratic group.

A note of caution from experience: we must be as flexible in assigning tasks to teachers as we are in assigning work to students. Teachers' abilities vary widely. Many really enjoy using small-group techniques, whereas others prefer large-group instruction. One guideline which has proven valuable in dealing with those varying strengths is the exploitation of the teachers' talents in a manner best suited to the students' needs.

Becoming Dispensable

Independent study is the core of a modular scheduling structure. It can be achieved only if the professor's goal in his relationship with his students is to become dispensable as quickly and completely as possible. The end point is the students' realization that they can learn without school, at any time and anywhere, with anyone. To achieve that, the professor must change his attitude and behaviour in relation to the students.

Of course the thorn in the flank of independ-



The eyes encircling the child represent the passing on of knowledge to a new generation.

nt study is the inability of some students to ope with what generally is a new approach o learning. Many students simply do not know ow to engage in independent study, and until hey learn how to go about it, they cannot enefit fully from such programs. Perhaps Kingsbury's knowledge maps would promote hat understanding, but our experience suggests hat other building blocks such as resource entres and the assistance of teacher/counellors are required.

o Need to Hide

he resource centres meet the need that Kingsury satisfies by "consultation," but they go eyond that. At the resource centres students ome and go as they please to obtain working pace, books, or teaching aids. They use the entres for a chance to read, listen, view, think, r approach any teacher present with diffiulties. Naturally, the student has the chance o use any of the resources available, including ny teacher. Most importantly, since he will ot be tested by the teacher, the student has o need to hide his ignorance.

hat Lost Feeling

While the easy and unthreatening access to achers provides many solutions, the emhasis on independent study still leaves many udents feeling lost. That feeling can easily enerate a pattern of time-wasting which we ave often witnessed. The teacher/counsellor an at least partly remedy it. The student and his counsellor meet privately every two or three weeks and together strive to uncover the student's talents and interests. The counsellor assists the student in designing his independent self-schedule and shouldering the responsibility of making decisions for the best use of his time. His existence insures that at least one faculty member knows the student as a total human being.

Furthermore, the counsellor helps and encourages the student to evaluate himself continually. This person-to-person evaluation is not just an ideal. It has shown itself to be the only sensible way to gauge progress when a large number of students are working individually on widely varying activities.

Avoiding Anarchy

In reality the modular setup has not turned out to be as anarchic as it might sound. Teachers define precisely what is to be learned in preparing the modules or components of individualized courses, thus guarding against the risk of independence breaking down into chaos. With the end product thus defined, it is possible to chart the students' progress towards an objective in much the same way as Kingsbury's learning package does.

The advantages of modular scheduling over traditional, more rigid structures are manifold. Choice for the student is built in, and the rate of learning is tailored to individual ability. The "packages" of activities and materials based on behavioural objectives help the students to become successful as independent learners and enable them to seek assistance from a variety of sources when it is needed. The experience of demonstrating for himself and to his own satisfaction that he has learned motivates the student to continue trying. Success by learning, rather than by comparison with some other more or less successful student, inspires the confidence that helps generate the knowledge-hunger characteristic of university-calibre students.

The End Point

There are many ways to slay a dragon. Our method of attack has had enough success that it continues to be implemented. Although it shows promise for the future, many practical problems still need to be overcome if it is to work smoothly.

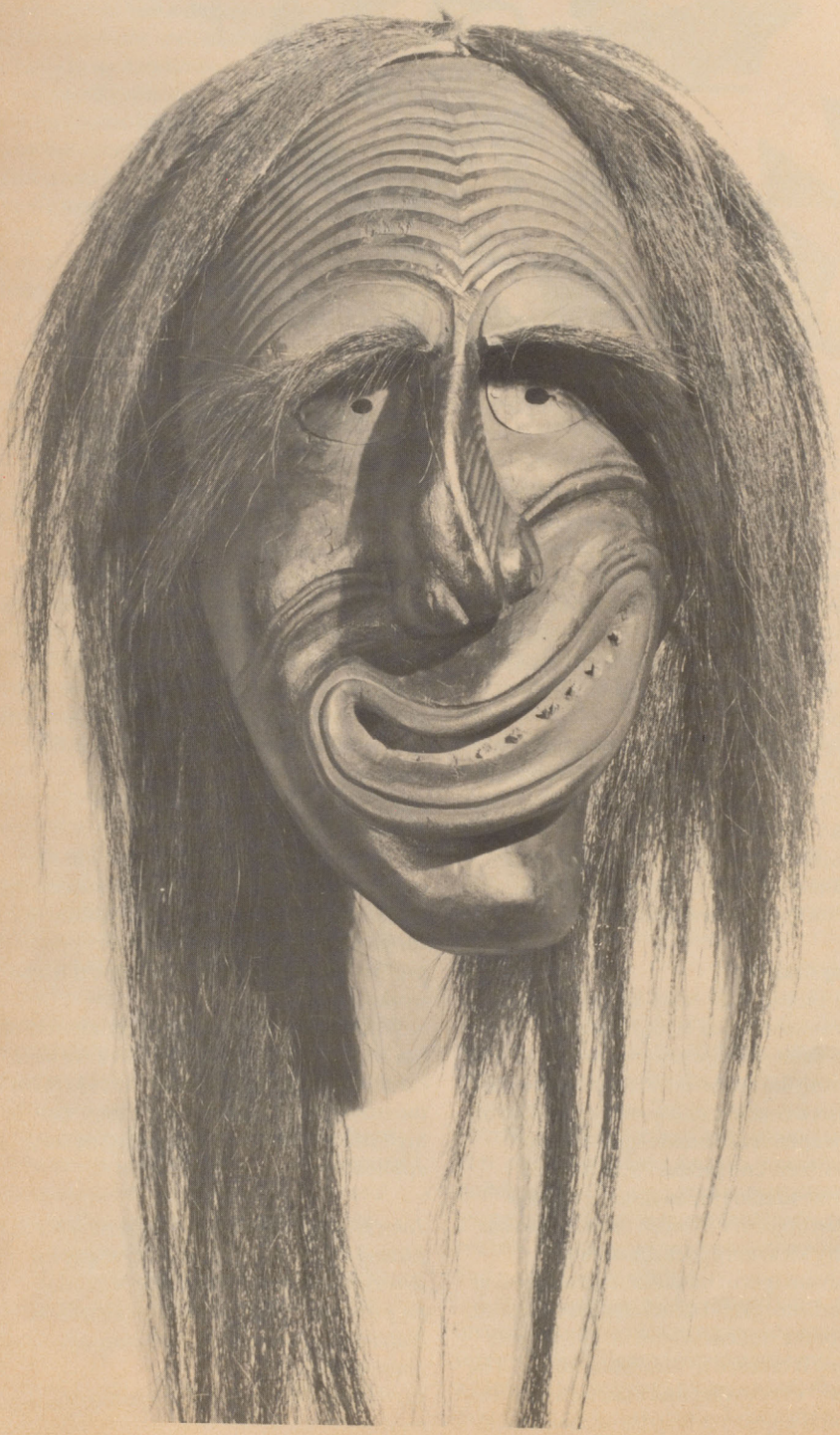
What is important is that experimentation has been done, alternate systems have been carefully researched, and solutions to many of the frustrations students feel at university or high school are being approached on an applied level . . . and eliminated. □

John Monnig, innovator in the area of Variable Modular Scheduling, is a highly respected American educator. He was recently cited for excellence by the Model Schools for the Nation Program, and the Kettering and Ford Foundations.
Eigil Pederson is the newly appointed vice-principal academic at McGill.

A McCord chronicle

The evolution of McGill's museum of social history.

by Evelyn Levine



If you attended McGill before 1965, you probably remember the staid-looking edifice at 690 Sherbrooke Street West. It was the casual, often raucous place where you grabbed your lunchtime sandwich, gulped your between-lectures coffee, cheered and hissed at Students' Council meetings, and "tripped the light fantastic" at freshman reception mixers. Pay a nostalgic visit to the old Union now, and you will find the bustling student hubbub of yesteryear gone. The atmosphere is now one of hushed excitement. The walls, once lined with posters for coming events, notices of secondhand book exchanges, and even graffiti, now form the backdrop for meticulously displayed paintings, photographs, and historical objects of Canada's past. The old Student Union Building is now the new and permanent home of the McCord Museum of Canadian social history.

The museum's move to new quarters in 1971 injected a welcome note of optimism into a troubled and erratic history. Over the years, McGill has tended to treat the McCord collection as a luxury. In times of prosperity, it gave it financial support and gladly opened it to the public. In times of depression, however, the McCord would be amongst the first McGill activities to have its support cut off and its doors closed as a consequence.

The museum's story must begin with its founder, David Ross McCord, a McGill graduate of the 1860s (BA, MA, BCL). Museum Director Isabel Dobell, describes David McCord as "a relentless collector who sublimated everything to the preservation of tangible evidence of his country's history." Gradually he crammed every room of Temple Grove, the McCord family mansion, with his relics. Amongst the awesome assortment were some fascinating rarities such as General Wolfe's Quebec Journal and Indian Chief Tecumseh's eagle-feathered war bonnet with its kingly horns. As the collection expanded, the family was displaced into smaller and smaller living quarters.

At the turn of the century, McCord, who had no children, decided to place his collection in the hands of his alma mater. Although university administrators of the time were certainly pleased at the prospect of McGill's owning

such an extensive and unique collection, they were caught in a dilemma which was to repeat itself many times in coming decades. With many sectors of the university competing for a share of limited resources, McGill simply did not have the money to build and maintain a museum which would do justice to McCord's collection.

It was not until 1919 that McGill accepted the collection and installed it in Jesse Joseph House which occupied the site where McLennan Library now stands. There, for the first time, the collection was opened to the public. And there it remained — haphazardly jammed into surroundings wholly unsuitable for a museum — until 1936 when McGill found itself in another of its periodic financial crises. For the next eighteen years McCord's irreplaceable collection of Canadiana sat locked up and neglected, the victim of the Joseph House's leaking roof and flooding cellar. Then, in 1954 when the Joseph House was torn down, the collection was relocated in the Hodgson family house on Drummond Street. At that stage it became the task of Dobell and a colleague to check through the collection virtually to verify the fact that the objects still existed. Dobell immediately realized that before worthwhile use could be made of the articles, three things were needed: time, space, and money — especially money. With characteristic determination, she set about trying to raise that money. In 1956 Mr. and Mrs. Walter Stewart became committed to the McCord collection and provided funds for a conservation program which ultimately led to the museum's establishment in the recently vacated Union Building.

Closed Before It Opened

Once financial support and a suitable building were secured, preparations for the reopening advanced rapidly. The interior of the old Union Building was gutted and rebuilt at a cost of almost $1 million. The museum staff and contributing experts worked zealously towards the target date in January 1971 when the McCord Museum was scheduled to open its doors to the public. But the struggle for survival was far from over. Within three months of opening date, McGill withdrew its financial support as part of the fall 1970 austerity program which also closed Redpath Museum to the public. With most of McGill's financial assistance gone, there was no money for staff salaries. It appeared that after all the months and years of effort and hope, the museum was, in effect, to be closed before it opened. Fortunately, however, private benefactors came to the rescue and allowed the opening to become a reality in March, 1971.

The McCord is still on very shaky financial ground. It has sufficient private funds to remain open on a three-day-a-week basis only until the spring of 1973. At present the museum is, in Dobell's words, "a holding operation." It can afford no more than a skeleton staff, no paid publicity, no new acquisitions, and no real schools' program. Nothing, except opening to the public on Thursdays, Fridays, and Saturdays — and that only until next spring. Then it is threatened with complete closure unless more money can be found.

The impending closure would be tragic. It would, in Dobell's view, be symptomatic of a characteristic English-Canadian shortsightedness. Dobell feels strongly that English Canadians have underestimated their history and that McGill's position on the McCord has reflected that national inferiority complex. She notes that the majority of the museum's visitors are francophone. "There is a meeting of mind and spirit with the French. The francophone community understands what the museum is all about . . . . The McCord can be McGill's window to the French community," she suggests with contagious enthusiasm.

Federal Assistance Possible

Vice-Principal Frost, the administrator to whom the museum is directly responsible, appreciates the value of the McCord, but contends that the university simply cannot afford to provide any further financial support beyond supplying the museum's building and paying for its maintenance. "McGill spends $50,000 a year on the McCord," explains Frost, "and although we would love to give it more, there are a lot of competing interests." Dr. Frost would eventually like to see the museum supported by a tripartite body involving the federal and provincial governments as well as McGill.

In fact, the McCord may receive federal government assistance in the very near future. It is possible that under the government's new museums program, a measure of assistance will be forthcoming. The federal funds, if granted, will help support the public end of the museum's activities. "But we will still need money for research," stresses the director. "A museum is only as good as the research its collection makes possible." Dobell would like to see funds for research coming from McGill. Vice-Principal Frost, although interested in finding a solution to the McCord's financial dilemma, feels that the money should come from sources outside the university. Despite the increased provincial grant awarded to McGill for 1972-73, the administration has no plans to increase its financial aid to the McCord. Frost holds that the increased grant is illusory and cautions that "McGill is not out of the financial woods yet."

The financial difficulties of the McCord turn a spotlight onto some very basic cultural issues and highlight some disturbing questions. What role should a Canadian social history museum play? How well does the McCord play that role?

Alice Johannsen, grand dame of McGill's museums for over a quarter of a century, feels that a social history museum should be a mirror of what has happened. It should recreate the frame of mind of the people who were alive at the time of a particular exhibit. It must, above all, serve the public, including people of all ages, tastes, and interests. Obviously the McCord's achievement of such goals cannot be calculated on ruled ledger paper. Rather, its contribution must be felt as the visitor wanders through its display rooms.

Those display rooms house a variety of historical material relating to all periods of Canada's development. One room is devoted exclusively to Indian and Eskimo ethnological artifacts, and another to a fascinating, exquisitely displayed collection of period costumes. Different media — maps, portraits, photographs, explanatory notes, and historical objects — are blended together to reproduce the flavour of a particular period. The overriding interest of the McCord is documentary. While the museum owns the well-known

Page 16: A carved wooden Iroquois mask.

Below: A Haida mask used in ceremonial dances. Both masks are part of the McCord collection.



Notman collection of photographs, which visually record the nation's growth in a remarkably complete way, the photos are seldom shown as a collection per se but are used to complement other displays. The painting collection is similarly used. As Dobell explains, "What the painting tells us about Canada is most important. If we could find a sketch of Jacques Cartier drawn from life by even the rankest amateur, it would be more important to the McCord than the Mona Lisa!"

"Less Can Be More"

The McCord Museum has had to face the problem of attracting and stimulating the museum audience of the seventies – an audience spoiled by the dynamic presentation techniques of film, television, and commercial advertising. That audience, very accustomed to the "hard sell" approach, expects and wants action. How then, can a museum, with its inanimate, static objects, turn that audience on? The McCord has responded to that challenge by breaking with the traditional museum approach of cramming each and every artifact into comprehensive, detailed displays which overwhelm the visitor with quantity, if not quality. Instead, the McCord treats its historical collection as fine art, displaying only a few items at a time so that people can appreciate the individual pieces. The aim is to highlight just a few articles in such a way that they will kindle the viewer's interest.

Arranging the objects is the domain of Clifford Williamson, the museum's designer. Williamson firmly believes that in certain cases, "Less can be more. Why," he asks rhetorically, "should I include forty-four masks in a showcase when four will be just as helpful to the viewer?" To him, the space around an object is as important as the object itself. With his respect for space he has managed to avoid a cluttered look. He has given the McCord an atmosphere of clean, airy spaciousness which is at once restful and exciting.

The McCord's artistic display style is subtle. The colour schemes, the showcases, the lighting, and a myriad of other details are all carefully chosen to enhance the effect of the relatively few objects on show. Williamson does a remarkable job. He makes liberal use of fabrics as wall coverings and backdrops. Moreover, the McCord's money shortage has brought out a resourceful ingenuity in him. For instance, the walls of one exhibition room are covered with a type of material normally used for the lining of coats and suits. Softly pleated, and properly lit, it forms a beautiful (and economical) setting for the portraits in one of the galleries.

Not everyone is completely pleased with the McCord. Some visitors have objected vehemently to the McCord's style of showing only a small fraction of its expansive collection at any one time. One well-respected McGill professor complains that his visit to the museum left him feeling cheated. "I think the display style is fine for Man and His World, where visitors want to whip through exhibits and go quickly on to something else," he comments. "But at a museum of social history I want some choice of material. There's none at the McCord. One person's interests and tastes are foisted on the public."

Showing only one or two Indian headdresses out of a possible fifty in the collection could be interpreted as cheating the viewer. For many people, however, that style elicits a deeper, more personal reaction than row after row of relics would permit. Concentrating on a vignette of a period in the form of one dress or a few cooking utensils, the visitor can let his imagination take him back in time. He might even be tempted to put himself in the shoes (or moccasins or mucklucks) of the person who used the article centuries before. Certainly that approach is far from ideal for the historian or anthropologist, but it is very effective as a way of exciting the average museum-goer in his cultural heritage. That, after all, is a primary goal of the museum, and its 450-500 visitors on the average three-day stint are testimony to the achievement of it.

Reaching Beyond

If and when the museum has sufficient funding, a wide range of innovative and exciting programs will be set up. High on the director's list of future aspirations is a schools' program which would actively involve children in the museum's collection. She would like to institute a similar program at the adult level in an effort to move beyond the passive, detached role which present visitors are forced to adopt. "I want a program that will involve people in real learning, a program that will allow the museum to become a centre for the meaningful use of free time," she declares.

Dobell hopes that someday the museum will be able to reach beyond the walls of the building which contains it. She has plans for a travelling museum, which would bring special exhibits to small communities in Quebec and elsewhere. She is keenly aware of the care and sensitivity such a project would require. She points out that the museum would have to study the community concerned beforehand, so that the exhibits sent out would deal with subjects that were familiar and relevant to the people who would see them.

The director virtually bubbles over with ideas which, if implemented, would serve to bring the public closer to their history as it is embodied in the McCord Museum. She would like a small television studio attached to the McCord so that the museum could "go out on the air waves." She hopes to devise a system which would allow for the ancient objects to be handled without too much deterioration. "But," she says intensely, "I saw my mandate as saving a collection. The next phase must involve itself in the life and the needs of the community. There is a whole new life for the McCord to develop." □

Milton-Park...

by Clara Gutsche and David Miller





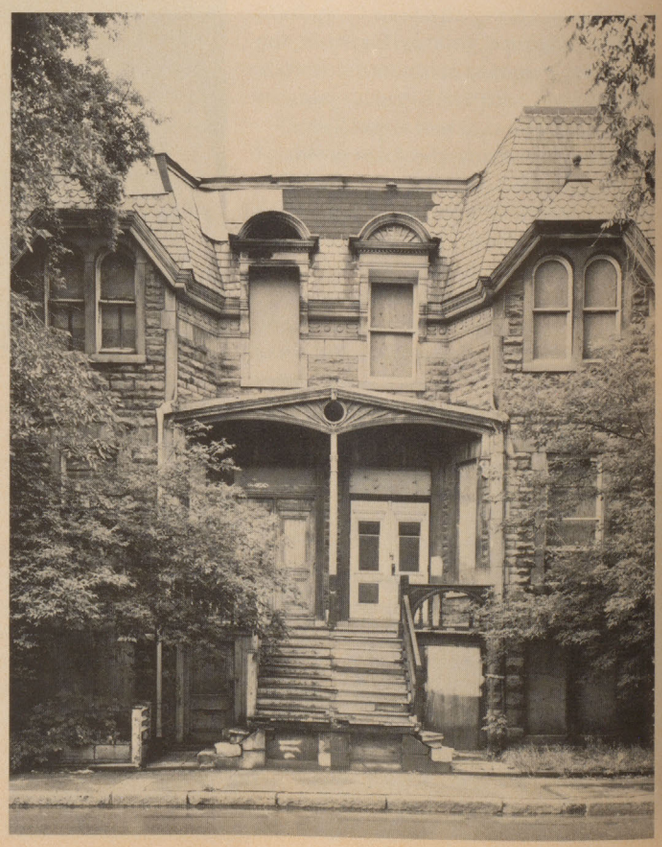




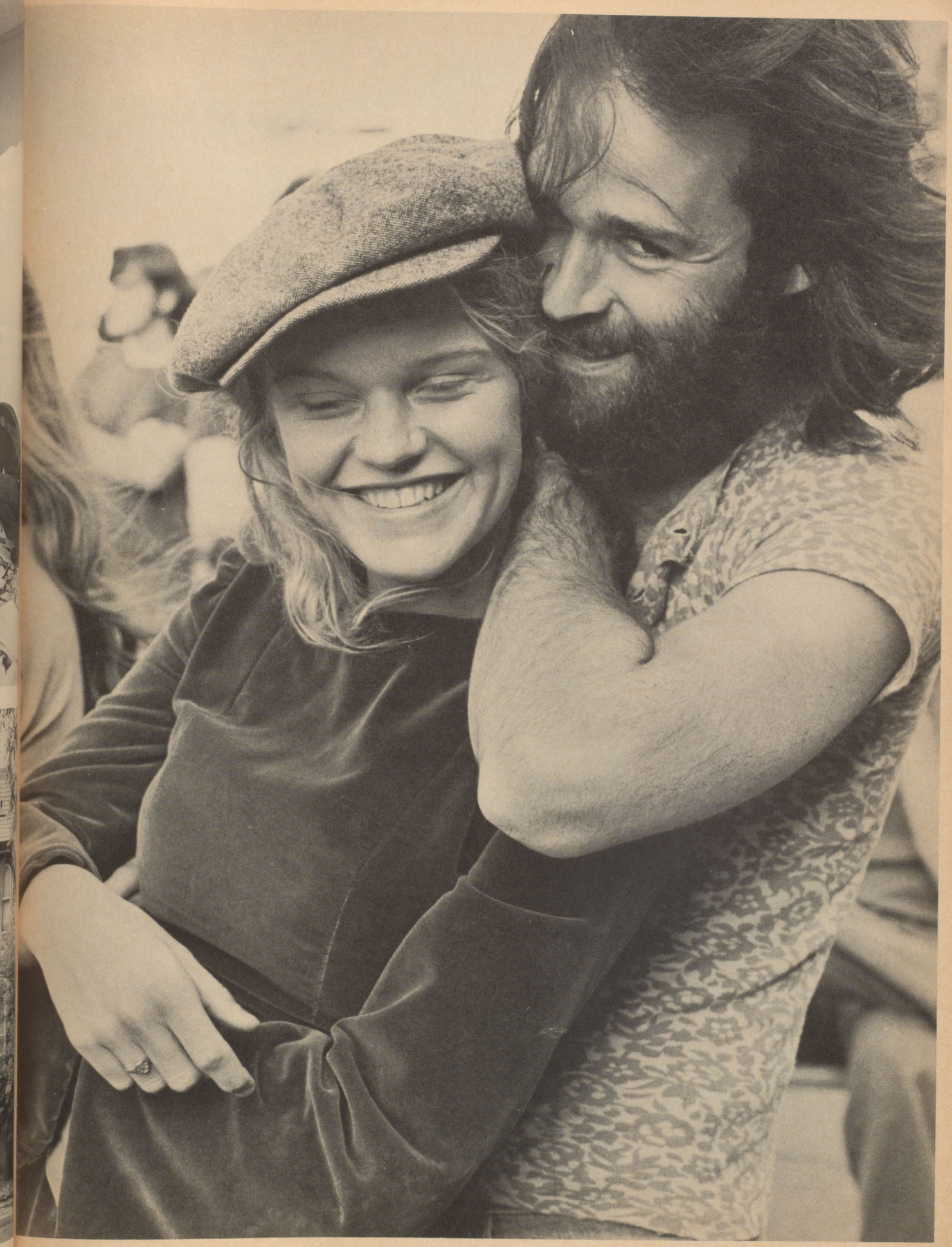




was a way of life







The student ghetto is now a dying neighbourhood. That square mile east of the McGill campus and south of Mount Royal, once a centre of student life, is slowly being overrun by cranes and bulldozers. Already several of the fine old Victorian and Edwardian buildings have been levelled. The previously bustling junction of Park Avenue and Prince Arthur Street is deserted. Nearly all the shops and houses there have been boarded up, slated for demolition. Tabagie Arsenault, (shown on page 19) a local landmark for more than half a century, is still open. And close-by, the condemned Oriental Pastry has refused to shut its doors. It is only a matter of time, however, before both shops will be forced to close.

As Concordia Estates, a highrise development corporation, advances with its demolition program, it leaves in its wake a sad and bitter community. The bonhomie once so characteristic of the area has soured, only to be revived occasionally as at the annual summer street festival. The rancour is understandable. After all, the homes of 14,000 people are at stake. Some of the displaced families have moved further east, while some of the 500 students who live there have shifted their quarters north of Fletchers Field. But it is to the elderly, who constitute a large percentage of the heterogeneous Milton-Park population, that the threat of eviction is worst. How can an old couple who have lived on Hutchison Street for thirty-five years simply pack up their bags and leave?

The citizens have organized resistance to the "slum clearance program" as it has been called. For four years, the Milton-Park Citizens' Committee has fought Concordia Estates to achieve no more than a delay in their community's destruction.

As two-year residents of Milton-Park, photographers Clara Gutsche and David Miller are only too aware of the community's plight. Their photos are poignant documents of a neighbourhood and a unique way of life that will soon be lost forever. □







by Edgar Andrew Collard

Voices from the past

McGill has been well served by its janitors. They have done more than perform the duties for which they were hired. They have been characters, counsellors, philosophers, and dictators. They have been part of the students' educational experience.

For arts graduates, pride of place is held by the incomparable Bill Gentleman — an upright Victorian survival, with his waterfall mustache and his many awards as a champion snowshoe racer. For years he ruled the Arts Building and everyone who ventured into it — even principals. Thomas H. Matthews, retired McGill registrar, gives this picture of him:

For Bill Gentleman . . . I have always had a great affection and a respectful admiration, and when I became registrar I discovered how completely my feelings were shared by Sir Arthur Currie.

After my first convocation in Moyse Hall, Sir Arthur told me that he thought everything had gone reasonably well. "Thank you, sir," I replied, "but actually you led the procession down the wrong aisle." "I did not," he said. "When the registrar tells me to go down the east aisle, and Bill Gentleman tells me to go down the west aisle, I go down the west aisle." An unanswerable argument.

What Bill Gentleman is in the memory of sportsmen, Harry Grimsdale is in the memory of the engineers. Dean Bovey brought him to look after the Engineering Building after his career on the railroad had ended in a wreck. Drummond Giles, BSc'27, writes:

Harry paid much attention to the freshman year and started many of those students on the "right track" — never by way of advice — but by suggestion. He was always ready modestly to help any student activity in which he believed, and his greatest effort was to enlist the aid of student cigarette smokers to save Macdonald cigarette cards which brought a glider to the McGill Flying Club.

Harry Grimsdale had more troubles than most McGill janitors because his students knew how to apply science to mischief. The architects then had classes in the Engineering Building, and R. John Pratt, BArch'33, writes:

One of the most outstanding and patient of the janitors was the late Harry Grimsdale of the Engineering Building. He not only had to deal with youth, but with youth that had plenty of technical training to help make his life miserable.

One of his burdens was the public telephone in the common room. Young engineers had discovered that by shorting two terminals with a metal pencil they could indulge themselves in any number of unpaid calls to their girlfriends. When Harry and the telephone company had that one corrected, the future engineers of Mother Bell developed a system of sticking a pin through the wires to continue the free calls.

For medical students the supreme janitor was Cook — always known as "King Cook." He was a joke and a terror — a strange combination. The place he had in the life of the Medical Faculty has been described by A.D. Campbell, MD'11:

Although the butt of many practical jokes, this diminutive, double-chinned man, whose rosy cheeks were adorned by Dundreary whiskers, was half-believed and half-feared by the students. The high esteem in which he held himself was refreshingly amusing.

He always dressed in a brass-buttoned, black Prince Albert, starched shirt with black studs, a cut-away collar, and huge bow tie. To add to his impressive splendour, he wore an imposing cap, the visor of which was edged with brass.

He was truly the sentry, alert to duty at all times. With the approach of steps, he defiantly emerged from his kennel to bark in a high-pitched rasping voice: "My boy, where are you going? What do you want?" No matter how often one had heard that piercing voice, it never failed to send a shiver down the spine, as I afterward learned from experience.

Yearly this venerable guardian of all knowledge was tendered a banquet by "his students" who designated him king of the proceedings and placed him on a throne. He was attended and protected by two or more guards in medieval military costume. When the moment for the coronation ceremony arrived, a toast in totally unintelligible jargon was read from a long, richly illuminated scroll. Invariably, into this meaningless oration was interjected a very considerable measure of vulgarity verging on obscenity.

During the toast, two pages came forward with a nail keg containing a few hundred coppers fixed in plaster of Paris. This was obsequiously placed at the king's feet as a tribute. (No doubt he had a year's work extracting the coins.)

It was fittingly arranged that he be escorted to his humble lodgings by his pages in a landau drawn by two grey, high-stepping horses, adorned for the occasion and resplendent with ribbons and bows. He was followed by scores of students in a glittering array of carriages and by a mob of plebeian pedestrians — an entourage fitting to the coronation of such an emperor who ruled by divine authority.

Among the greatest of McGill's custodians was Tom Graydon. He had a dual role: he was the caretaker of the grounds and the athletic coach. He lived in the lodge — a picturesque little cottage on the west side of the Central Avenue, just inside the gates.

Graydon was apparently the only McGill custodian whose own reminiscences were ever recorded. He left this account of how McGill got its first band:

We had no money to hire a band. . . .

I was sitting on the steps of the lodge mulling over this thing on the Thursday night before the next game, when I heard someone playing a cornet in Strathcona Hall. It did not take me long to get over there. Upstairs and into the room I burst. Right there was the answer to three prayers:

1. He was a member of my track team, Harold Stanley, a really good quarter-miler.
2. He could and would play anything at any time on the cornet.
3. He was in science, not theology.

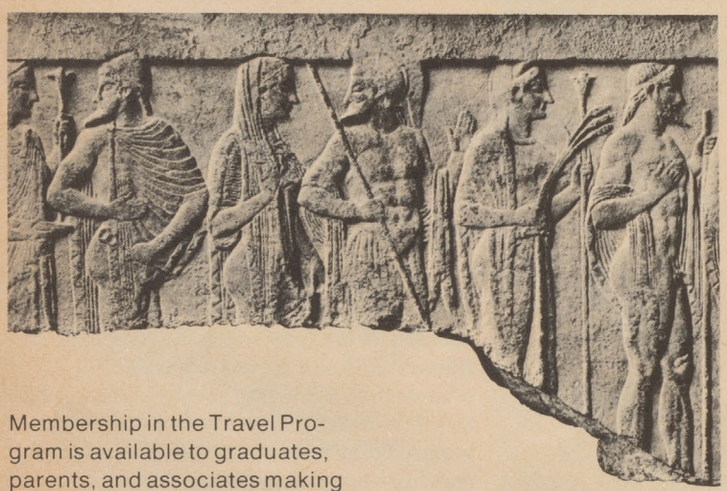
At the game we stuck him in the middle of the stand. . . .

That was the start of the McGill Rooters Club & Band, composed of one track man, one cornet, and a chorus of 700 voices. □

Edgar Andrew Collard, editor emeritus of the Montreal Gazette, *is acting as editor of a book of reminiscences by graduates. All reminiscences about McGill are welcomed.*

The McGill Society of Montreal

Travel Program for 1973



Membership in the Travel Program is available to graduates, parents, and associates making current contributions to McGill or by paying a $10.00 fee to the McGill Society of Montreal. By I.A.T.A. regulations at this time, all active graduates are immediately eligible for all flights; others must be members six months before the intended flight. The immediate family may accompany a member on a flight.

The McGill Society of Montreal is pleased to promote its tenth year of travel service to the McGill community. Applications for membership may be obtained from Mr. H. Bloom, 392-4819, at the Graduates' Society, 3605 Mountain Street, or from our travel agent.

Programs Started

We want our members to be able to plan ahead for their vacation travel, and for this reason we are presenting our intended itinerary. However, final prices and, in some cases, flight dates cannot be arranged until after the I.A.T.A. meeting in Torremolinos, Spain, this month. Therefore the program is presented with some information still to be announced (TBA).

Charter Flights to London

21 December — 7 January
$139.00 (sold out)

14 April — 29 April
$ TBA

18 May — 10 June
$ TBA

31 May — 31 August
(two-month trip)
$ TBA

8 June — 1 July
$ TBA

30 June — 22 July
$ TBA

5 July — 4 August
(one-month trip)
$ TBA

20 July — 19 August
(one-month trip)
$ TBA

2 August — 25 August
$ TBA

31 August — 23 September
$ TBA

Ask about the extras:
London — car rental, unlimited mileage, and group flights to Israel during this twenty-fifth anniversary of Israel.

Group Flights to Europe

Children 2 — 11 inclusive
half fare on all group flights

Athens — frequent guaranteed
group departures
$ TBA

Lisbon — frequent guaranteed
group departures
$ TBA

Lisbon — group flight for
Christmas, exact date TBA
$195.00

Ski Charters
U.S.A.

Vail, Colorado — two charters
to be confirmed shortly
Planned for February and March

Europe

Zurich, Switzerland
9 February — 26 February
$159.00

World Tour

Around the world in February
$ TBA

Summer Vacation
in Western Canada
(Charter Flights)

There will be five flights again next summer, dates and prices to be announced shortly. In addition there will be two connecting charters from Vancouver to Los Angeles.

Ask about our specials:
Car rental in Western Canada
Motor coach tours in Western Canada

For further information
and flight applications
please call:

Jost Travel
5050 de Sorel
Montreal 308
Telephone (514) 739-3128

Where they are **and** **what** they're doing

'72

David Bach, BSc'69, BMus'72, was awarded a Hennessy-Meagher fellowship.

G. Peter Lepage, BSc'72, won an Imperial Oil doctoral fellowship.

'71

Jean-Louis Hamel, BCL'71, has been appointed general manager of North America Trust Co.

'70

Mark L. Mittleman, BEng'70, received his MSc and DIC degrees with distinction from Imperial College of Science and Technology, London, Eng., and is presently working for Freeman, Fox and Partners, London, on the design of steel box girder bridges.

H.S. Joseph Ng, BSc'70, received his MSW degree from Waterloo Lutheran University.

Graham R. Ross, BA'70, received his MA degree from Rutgers University.

J. Frederick Sagel, BA'70, was elected president of the Law Students' Society at Dalhousie University Law School for the 1972-73 term.

Michael G. Sampson, BSc'70, received his MSc degree from Rutgers University.

'69

Sol Feig, BSc'69, received his MSc degree from Rutgers University.

John C. Kendall, PhD'69, was awarded tenure and promoted to associate professor of history at California State University, Fresno.

'68

Michael Balla, BA'68, received his MSW degree from Waterloo Lutheran University.

R. Greg Barbour, BArch'68, received his MArch degree from the University of California, Berkeley, and is presently a systems analyst and programming architect with CRS Design, Houston, Tex.

Mrs. Audrey Burns (Loeb), BA'68, received her LLB degree at Osgoode Hall in 1971 and is now working towards a masters of law degree at the London School of Economics and Political Science, England.

Gerald G. Dunnigan, DipMan'68, received his MBA degree from Sir George Williams University and is now vice-president of marketing at Northern Electric Distribution Co. Ltd.

Tsung Dao Lee, MSc'68, received his PhD degree from Rutgers University.

Kwadwo D. Opare, BSc(Agr)'68, is assistant professor in agricultural extension at the University of Ghana.

Mrs. Edwin Peskowitz (Nancy Barskey), BA'68, received her MEd degree from the University of Pittsburgh.

Seymour Shlien, BSc'68, received his PhD degree from MIT.

Paul Van Loan, PhD'68, is chief engineer, materials development, at Beckman Instruments Inc., Fullerton, Calif.

'67

S.A. Danquah, BN'67, MSc(Appl)'69, received his PhD degree from the University of Wales, and was appointed a lecturer of clinical psychology at the University of Ghana Medical School, department of psychiatry.

Jacqueline M. Lesperance, BSc'67, is now an assistant programming officer in the programming systems support division of the computer research & development department at Bankers Trust Co., N.Y.

'66

Jean-Paul Hubert, BCL'66, has obtained his *doctorat en sciences politiques* from the University of Paris.

George F. Lengvari, Jr., BCL'66, is now a partner of the law firm which will be known as Amyot, Lesage, Lesage, Bernard, & Lengvari.

Mrs. Leonard M. Parver (Corrine Propas), DipPT'64, BPhysTher'66, has been elected president of the Board of Directors of the Province of Quebec Physiotherapists Inc.

Dr. Cameron G. Strong, MSc'66, was named a fellow of the American College of Cardiology.

'65

John A. Crocker, BCom'65, is an investment officer at Prudential Assurance Co. Ltd., Montreal.

R. Grant Ingram, BSc'65, MSc'67, received his PhD degree from MIT and the Woods Hole Oceanographic Institute and is now assistant professor at the Marine Sciences Centre, McGill.

Gillian Michell, BA'64, BLS'65, MLS'70, has been awarded a Canada Council doctoral fellowship to continue her studies in linguistics at the University of Southern California, Los Angeles.

Paul A. Tichauer, BEng'65, is currently employed as senior research metallurgist at Linde Division, Union Carbide, Tarrytown, N.Y.

Joseph P. Williams, BSc'65, is now manager, systems diagnostic, at IBM, Poughkeepsie, N.Y.

'64

G. Melvin Barclay, BSc(Agr)'64, received his masters degree in agronomy from the University of Maine and has been appointed officer-in-charge of the New Brunswick Elite Seed Potato Farm, plant industry branch.

Saul Goldman, BSc'64, PhD'69, is now assistant professor of chemistry at the University of Guelph.

Ralph G. Norman, BEng'64, received his MBA degree from Georgia State University and has been appointed assistant plant manager of Jarl Extrusions Inc., Elizabethton, Tenn.

Donna R. Runnalls, BD'64, is the new warden of Royal Victoria College.

Gerald Sheff, BArch'64, has been appointed general manager of Don Mills Developments Ltd.

S. Joseph Snyder, BSc'64, is professor of psychology at Bishop's University.

'63

David R. Boyd, MD'63, is chief of emergency medical services and highway safety, Department of Public Health, Illinois.

Gilles G. Charette, BEng'63, is now superintendent of the pyrometallurgy smelter operations at Quebec Iron and Titanium Corp., Sorel, Que.

John A. Lochead, BA'59, MD'63, is continuing research in rheumatic diseases as a Fellow of the Canadian Arthritis and Rheumatism Society.

'62

Maurice Brossard, PhD'62, has been appointed vice-principal of teaching and research at the University of Quebec in Montreal.

Mrs. Bruce A. Chartres (Susan M. Brown), BA'62, received her PhD in French literature from the University of Virginia and is now teaching at the Piedmont-Virginia Community College.

'61

Anthony M. Acer, BEng'61, is director of the newly formed research department at Chartrand, Lemay, Quinn, Senécal & Co. Ltd.
Michael B. Brewer, BEng'61, is director of marketing, furniture operations, for Mohasco Industries Inc., Amsterdam, N.Y.
Dr. S. Jalal Shamsie, DipPsy'61, has been appointed clinical director of the Thistletown Children's Centre, Ont.
Stephen D. Silver, BCom'61, is treasurer of Unican Security Systems Ltd., Montreal.
Jon D. Silverman, BCom'61, is now director of marketing for the Seagram Overseas Sales Co., New York City.

'60

Frank C. Innes, MA'60, PhD'67, has been appointed professor and head of the department of geography at the University of Windsor.
W. Robert Tucker, BEng'60, is vice-president, operations, of Plant Industries Inc., Anaheim, Calif.

'59

Dr. William G. Ayrton, BSc'59, has been named chief geologist for Amoco Canada Petroleum Co. Ltd.
Earle F. Dobson, BSc (Agr)'59, is regional manager, industrial chemicals division, of Allied Chemical Canada Ltd., Montreal.
David T. Gowing, BCom'59, is now administrator for the Children's Hospital of Eastern Ontario.
Wilfrid B. Lamb, BArch'59, is president of the Ontario Association of Architects.
N. Paul Rosman, BSc'55, MD'59, is professor of pediatrics and neurology at Boston University School of Medicine.
Richard F. Turcotte, BA'59, has been posted as Canadian commercial counsellor to the Canadian Embassy in Yugoslavia.

'58

Ronald N. Booth, BSc(Agr)'58, was awarded a Shell Canada merit fellowship in chemistry for study at McMaster University in Hamilton during the summer of 1972.
Dimitrios A. Hadjis, LLM'58, is now a judge of the Social Welfare Court for Quebec.
Ronald S. Leiffer, BEng'58, is director of purchasing for Standard Brands Ltd., Montreal.

'57

Mrs. Donald L. Bishop (Gloria Stenson), BSc(HEc)'57, is now coordinating producer, public affairs, for CBC, Montreal.
Robert F. Brown, BCom'57, is director of personnel at the University of Toronto.
Neil Jonas, BEng'57, has opened a mechanical and electrical consulting engineering office in Montreal.

Claude A. Lanctôt, MD'57, BSc'62, was named director of the social medicine division at the University of Sherbrooke.

'56

D. Peter Abbott, BCom'56, is now national sales manager of A.G. Spalding & Bros. of Canada Ltd.
R.T. Riley, BEng'56, has been appointed vice-president of transport and telecommunications for Canadian Pacific.
Nickolas Themelis, BEng'56, PhD'61, is vice-president, research and engineering, of the metal mining division at Kennecott Copper Corp., N.Y.
Donald O. Wood, BCom'56, is now comptroller, retail stores, of Hudson's Bay Co.

'55

Jack F. Gillies, BEng'55, DipM&BA'59, has been appointed a director of construction management at Laks, Meek & Welch Ltd.

'54

Richard J. (Dick) Brook, BSc'54, is now public relations division manager for Du Pont of Canada Ltd.
Roland J. Chalifoux, BEng'54, is manager of the Montreal East Refinery of Gulf Oil Canada Ltd.
Gordon B. Empey, BA'51, BCL'54, was appointed vice-president of National Trust Co., Montreal.
George I. Fekete, BEng'54, MEng'63, PhD'70, is a member of the Board of Governors of Ecole Neuchatel, Montreal.
Dr. Irving J. Goffman, BA'54, was named University of Florida faculty lecturer for 1972.
Gerald G. Gross, BA'54, is director of collegial studies at Loyola of Montreal.
Wilfred H. Palmer, BSc'52, MD'54, IntMed'59, is physician-in-chief at the Queen Elizabeth Hospital, Montreal.
Richard F. Welton, BSc(Agr)'54, MSc'69, received his PhD degree from Pennsylvania State University and was appointed director of research and nutrition for Mutual Products Ltd., at Morrisburg, Ont., and Minneapolis, Minn.

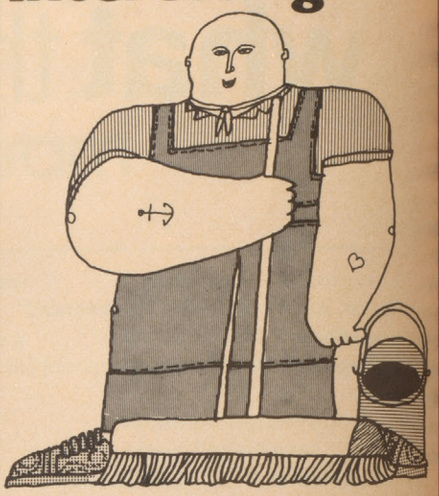
'53

J.A. Roland Cloutier, MSc'53, PhD'55, is the new dean of the Faculty of Science at the University of Moncton, N.B.
Lawrence D.A. Jackson, BEng'53, was appointed executive vice-president of Linatex Corp. of America, Stafford Springs, Conn.
Michael L. Tucker, BEng'53, has been appointed president and chief executive officer at Francis Hankin & Co. Ltd.
Joan Walker, BA'53, was appointed assistant industrial relations manager, research and planning, for Canadian International Paper Co.

'52

Edward Isenberg, BSc(Agr)'52, is now president and director of Water Technology Corp., environmental consultants, Tonawanda, N.Y.

Doing something interesting



Your friends want to know and so do we! Don't be bashful — send us your news now!

The McGill News
3605 Mountain St.
Montreal 109, P.Q.

"In those brave days we drank whiskey and water right after breakfast.

We were supposed to need it."

LEACOCK REUNION LUNCHEON
In 'the grand palaver hotel'
October 6th.
Special room rates for out-of-town exgraduates. Single $14.00. Double $19.00.

WINDSOR

The Windsor Hotel
on Dominion Square
Montreal, Quebec

Brenda A. Milner, PhD'52, received her doctor of science degree from Cambridge University where she is currently spending a sabbatical year.

Jeffrey A. Skelton, BCom'52, is vice-president, foil products, at Alcan International Ltd.

'51

Brian Emo, BEng'51, has been appointed a member of the Westmount School Board.

J.F. Emile Pepin, BCom'51, is operational auditor for the Farm Credit Corp., Ottawa.

René Reeves, BEng'51, DipElComm'61, is assistant general manager of Radio-Québec.

Isadore Rosenfeld, BSc'47, MD'51, Dip IntMed'56, is clinical associate professor of medicine at Cornell University Medical College, N.Y., and consultant to the National Heart & Lung Institute of the National Institute of Health, Bethesda, Md.

Dr. Henry F. Schulte, BA'51, is associate dean of the S.I. Newhouse School of Public Communications, Syracuse University, N.Y.

'50

Victor B. Allen, BSc (PE)'50, is managing partner of the new Ottawa office of Hickling-Johnston Ltd.

Gordon N. Fisher, BEng'50, was appointed to the new Governing Council of the University of Toronto.

Kenneth C. Hague, BEng'50, is president of the Canadian Electrical Manufacturers Assoc.

Robin Hunter, MD'50, DipPsy'55, is chairman of the Ontario Mental Health Foundation advisory board. (In our March issue, Dr. Hunter's appointment was incorrectly reported as chairman of the advisory board of the department of psychiatry at the University of Toronto.)

A. Brian Little, BA'48, MD'50, is chairman of the department of reproductive biology at Case Western Reserve School of Medicine and director of the department of obstetrics and gynecology at University Hospitals of Cleveland.

'49

Dr. Jacques Brazeau, BA'49, MA'51, is vice-dean of the Faculty of Graduate Studies at the University of Montreal.

Arthur A. Bruneau, BA'47, BCL'49, is now secretary and chief legal officer of Alcan Aluminium Ltd.

Robert M. Dunton, BEng'49, is now assistant manager, diesel engine division, at MLW Industries, Montreal.

Harold M. Logan, BCom'49, is treasurer of Fraser Companies Ltd., Edmundston, N.B.

Angus (Gus) MacFarlane, BA'49, is now dean of men at McMaster University.

Gerald MacFarlane, BCom'49, has been appointed vice-president, sales, of Quebec Containers Ltd.

Frank S. Miller, BEng'49, was elected to the Ontario Provincial Legislature as representative for Muskoka.

Dr. Judith N. Shklar (Nisse), BA'49, MA'50, has become a full professor of intellectual history and political theory at Harvard University.

Gordon S. Trick, BSc'49, PhD'52, has been appointed director of the research and technology branch of the Department of Industry & Commerce for the Province of Manitoba, and executive director of the Manitoba Research Council.

'48

Harold Blake, BEng'48, has been appointed vice-president of Sulzer Bros. (Canada) Ltd., Montreal.

Owen E. Owens, BSc'48, MSc'51, PhD'55, is vice-president and managing director of Vestgron Mines Ltd.

'47

John K. Abel, BEng'47, is now chief engineer at Controlled Environments Ltd., Winnipeg, Man.

John P.S. Mackenzie, BCom'47, is vice-president of Canada Permanent Trust Co., Toronto.

'46

Robert M. Sabloff, BSc'46, is now a vice-president of Reader's Digest Assoc. (Canada) Ltd.

Dr. John H. Summerskill, BA'46, was appointed a vice-president of Educational Testing Service, Princeton, N.J.

'44

Arthur F. Battista, BSc' 43, MD'44, is now professor of neurosurgery at New York University School of Medicine.

'43

John A. McLaren, MD'43, is vice-president of Evanston Hospital, Ill.

J. Kenneth Ormrod, BSc'40, MD'43, was promoted to director, employee health services, corporate administration department, at Aetna Life & Casualty.

Dr. Khayyam Z. Paltiel, BA'43, is chairman of the department of political science, Carleton University.

'42

Moses Moscovitch, BCL'42, BA'43, has been appointed judge of the Provincial Court for Quebec and vice-chairman of the Quebec Liquor Permit Control Commission.

'41

Daniel MacDougall, MSc'41, PhD'44, is the new head of life sciences for Dow Chemical of Canada Ltd.

'40

Malcolm N. Davies, BA'40, is now general manager of the newly formed Canadian Telecommunications Carriers Assoc., Ottawa.

Alex D. Hamilton, BEng'40, was re-elected chairman of the executive board of the Canadian Pulp and Paper Assoc.

'39

Mrs. Donald C. Bain (Marion Wall), BSc' (HEc)'39, has retired from the Montreal Diet Dispensary.

Helen D. Byers, BA'39, is now coordinator of continuing education at John Abbott College, Montreal.

G.M. Cooper, BA'39, is general counsel for Canadian National Railways, Montreal.

W. Francis S. Lyman, BA'39, is president of Canadian Facts Co. Ltd.

R.L. McIntosh, PhD'39, was named winner of the 1972 Chemical Education Award of the Chemical Institute of Canada.

Arthur R. (Ted) McMurrich, BCom'39, is president of the Canadian Gas Assoc.

'38

W. Lincoln Hawkins, PhD'38, has been promoted to head of the plastics chemistry research and development department at Bell Laboratories, Murray Hill, N.J.

R.M. Rutherford, BEng'38, was appointed vice-president of Westcoast Transmission Co. Ltd.

'37

Robert T. Hyland, BCom'37, is vice-president, electrical products, at Alcan International Ltd.

Edward Kirsch, BSc'34, MD'37, was appointed associate professor of community health at Albert Einstein College of Medicine, New York City.

Solomon M. Kozol, DDS'37, is chief of the dental department at the Jewish Memorial Hospital, Boston.

Mrs. Morris Lieff (Pearl Jacobs), BA'37, MA'40, received her PhD degree from Rutgers University.

'36

Violet Archer, LMus'34, BMus'36, professor of music at the University of Alberta, has received the Performing and Creative Award of the City of Edmonton.

R.W. Dorman, MSc'36, manager of training, North American division, of Mobil Oil Corp., New York, received a certificate of appreciation from the American Petroleum Institute's division of refining.

'35

Dr. S. Delbert Clark, MA'35, has been appointed the first McCulloch professor at Dalhousie University.

Charles P. Paton, BEng'35, is vice-president, sheet products, at Alcan International Ltd.

'34

E.A. Hankin, BEng'34, has been appointed chairman of the Board of Directors at Francis Hankin & Co. Ltd.

Dr. Nathan Keyfitz, BSc'34, has become the first Andelot professor of demography and sociology at Harvard University.

'33

Arthur Rose, BCom'33, is now dean of business at College of Dupage, Glen Ellyn, Ill.

Homecoming 72

isn't
just
a Weekend...

It's:

Thursday, October 5th

Fall Convocation.
Graduates' Society House Warming, Annual Meeting.

Friday, October 6th

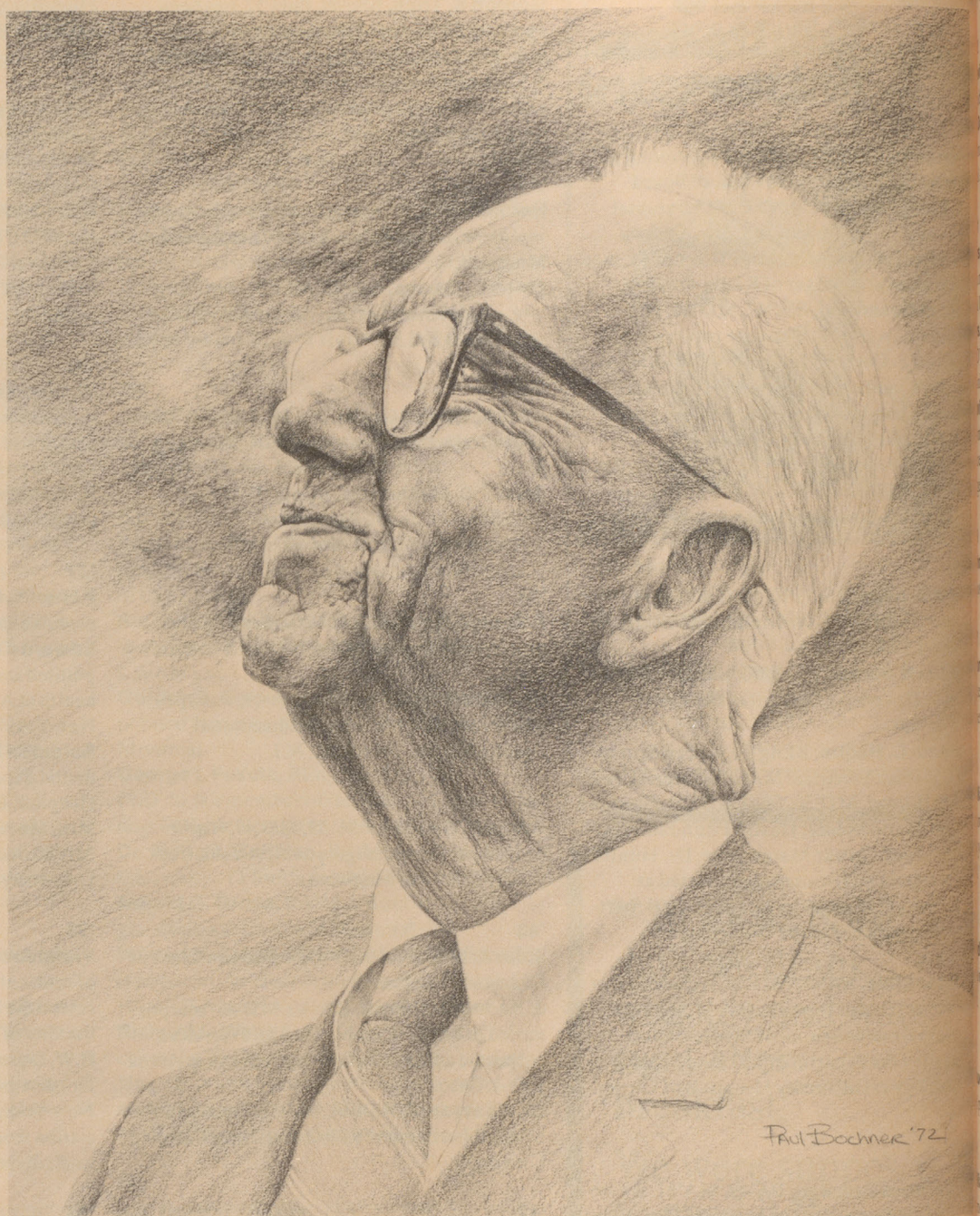
Medical Day Seminar.
Leacock Luncheon — Kildare Dobbs. Class Parties, Reunion Years (2s and 7s).

Saturday, October 7th

R.V.C. Coffee Party.
World Seminar, Stockholm Conference Videos.
Mayor's Reception, Fuller Luncheon.
Football Lunch & Game: McGill vs. Sir George.
Buckminster Fuller Address, Open Forum.
Principal's Reception (25th-plus classes).
"Festifall" — The Merrymen from Barbados, Noel Talarico, Terrace Show, and more.
Principal's Dinner (55th-plus classes).

Sunday, October 8th

Walking Tours, Old Montreal.
Folkmass: The Island City Singers.
Plus continuous Open House at the Graduates' Society.
Info: Mary Cape 392-4816
Tickets: 392-4819.



"I am a comprehensivist. I concentrate on learning the generalized principles. That's what children do all the time."

R. Buckminster Fuller

Designer of the U.S. Pavilion at Expo '67.

Distinguished university professor, Southern Illinois University.

Engineer, poet, architect, choreographer, visionary, mathematician. And something bigger: a world man, a whole earth man.

Returns to McGill
to address Graduates on
"World Urban Concepts"
Saturday, October 7th, 2:30 p.m.
Tickets free of charge:
The Graduates' Society
3605 Mountain Street

Hyman Rudoff, BSc'33, PhD'37, is manager of support products at Addressograph Multigraph Corporation's graphics research laboratory in Warrensville Heights, Ohio.

'32

David G. Scott, BCom'32, is president of the Seaboard Life Insurance Co. of America.

E. David Sherman, MD'32, is chairman of the committee on aging, Province of Quebec Medical Assoc.

'31

Mrs. Huston Dixon (Sadie L. Organ), BA'31, is a member of the Board of Regents of Memorial University of Newfoundland.

Mrs. Russell K. Magee (Agnes Moffat), MD'31, has retired from the Peterborough Clinic.

David L. Tough, BA'31, MA'32, has retired from his position as director of education and secretary-treasurer for North York, the second largest educational system in Ontario.

'29

John Glassco, Arts'29, won the 1971 Governor-General's Award for Poetry.

'27

Leon Edel, BA'27, MA'28, DLitt'63, has completed the fifth volume in his widely acclaimed series on Henry James.

'26

William J. H. Abey, MD'26, received a special award for his untiring service during his forty-five years as doctor at The Pennington School, N.J.

'23

Royden M. Morris, BCom'23, is managing editor of Photo/Story Canada Ltd., Islington, Ont.

'15

Claude E. Chapin, MD'15, retired from general practice in 1970.

'07

William S. Wilson, BSc'07, and his wife, the former Laura Hale, celebrated their diamond wedding anniversary on Dec. 21, 1971.

'99

Conrad T. Fitzgerald, MD'99, now in his ninety-fourth year, has retired in Ottawa, Ont.

Deaths

'69

Edward J. Lee, MD'69, on Sept. 6, 1971.

'68

Mrs. Peter G. Barr (Jennifer A. Laurie), BA'68, at Montreal, on May 4, 1972.

Hyman Shuldiner, BSc'65, MD'68, at Mont Gabriel, Que., on Feb. 21, 1972.

'67

Elizabeth (Lisa) Luwisch, BA'67, at Philadelphia, Pa., on Dec. 4, 1971.

Herschel Mednick, BSc'67, at Washington, D.C., on April 4, 1972.

George S. Newman, BA'67, on Feb. 28, 1971.

'65

Dr. Harold G. Boyaner, BSc'65, MSc'68, on May 15, 1972.

'64

William A. Goldberg, BA'64, on Aug. 17, 1971.

'62

Arthur H. Richardson, LLD'62, at Toronto, Ont., on Dec. 27, 1971.

'54

Harold A. Walter, MA'54, on April 5, 1972.

'52

Gaston G. Caron, BSc'52, at Ottawa, Ont., on March 27, 1972.

'51

D. George Petrie, BA'48, BCL'51, at Montreal, on June 2, 1972.

'50

Brahm Baittle, BSc'43, MD'50, in January, 1972.

Patrick A. Utley, BEng'50, at Ottawa, Ont., on Feb. 28, 1972.

Gertrude Wasserman, BA'35, BCL'50, at Montreal, in May, 1972.

'49

Judge Claude Danis, BCL'49, at Montreal, on Jan. 24, 1972.

Walter A. Darlington, BSc'49, PhD'52, at St. Louis, Mo., in May, 1972.

Patrick C. Shannon, BCom'49, at Montreal, on May 20, 1972.

'48

Raymond G. Rose, BA'43, MD'48, IntMed'53, at Tucson, Ariz., on Jan. 5, 1972.

'47

Mrs. J.R. Fountain (Helen Ruth Frith), BA'47, at Toronto, Ont., on March 21, 1972.

Philip F. Goodfellow, BArch'47, at Woodlands, Que., on April 19, 1972.

Mrs. A.S. MacTavish (Janet L. Shaw), BArch'47, at Montreal, on Feb. 19, 1972.

Thomas H. McGlade, BA'47, at Turnberry, Scotland, on June 14, 1972.

Mr. Justice R. Stewart Willis, BA'41, BCL'47, at Notre Dame du Portage, Que., on April 21, 1972.

'46

Dana Lordly, LMus'46, on April 23, 1970.

'45

Mrs. James Roe Jr. (Marie Oliver), BA'45, on Dec. 24, 1971.

'44

Atha E. Draper, MD'44, on March 20, 1972.

'42

George F. Clarke, BA'39, BCL'42, at Montreal, on April 9, 1972.

'40

A. Darrel Berry, MD'40, at Edmonds, Wash., on March 27, 1972.

G.J. Dodd, BEng'40, in March, 1972.

'39

Gordon C. Bristow, BSc(Agr)'39, on Nov. 3, 1971.

Mrs. Charlotte W. Brode (Barnes), BA'39, at Berkeley, Calif., on May 25, 1972.

'37

John H. Leimbach, MD'37, on May 19, 1972.

William J. Schilling, MD'37, at Latrobe, Pa., on April 5, 1972.

'36

Alex M. Hutchison, Eng'36, at Toronto, Ont., on Jan. 18, 1972.

Mrs. Edmund Sanborn (Dorothy E. Somers), BA'36, at Montreal, on May 31, 1972.

'35

John A. McLaughlin, MD'35, in the winter of 1972.

Henry G. Wong, BEng'35, at Montreal, on Feb. 18, 1972.

'34

Rev. R. Bruce Hallett, BA'34, at Toronto, Ont., on Feb. 29, 1972.

'33

Mrs. John N.G. MacAlister (Margaret MacCulloch), BSc'33, at Montreal, on March 14, 1972.

'32

Eric F. Allison, BCom'32, at St. Sauveur, Que., on June 18, 1971.

H.C. Giguere, DDS'32, on May 3, 1972.

Alfred W. Hutchison, BEng'32, on Feb. 26, 1971.

Colin M. MacLeod, MD'32, DSc'64, at London, Eng., on Feb. 12, 1972.

Rev. William Thomas, BA'32, MA'33, at San Francisco, Calif., on April 5, 1972.

'31

Thomas Affinito, MD'31, on Nov. 8, 1970.

John M. Home, BA'28, BCL'31, at Montreal, on Jan. 16, 1972.

'30

Rev. Will L. Gourlay, Arts'30, at Calgary, Alta., on June 9, 1971.



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rederick G. Heney, BSc'30, on May 25, 1970.

29

Mrs. C. Maxwell Loveys (Isabel McIntosh), DipSW'29, at Toronto, Ont., on May 27, 1972.

26

Harry C. Johnson, BSc'26, at Cowansville, Que., on July 15, 1971.
Dr. Robert B. MacLeod, BA'26, MA'27, at Ithaca, N.Y., on June 19, 1972.
L. Leslie Parsons, BSc'26, at Montreal, on May 18, 1972.

25

Dr. Irvin Cooper, BMus'25, at Tallahassee, Fla., on Nov. 26, 1971.
R.B. Henry, MD'25, at Arundel, Que., on Feb. 16, 1972.
Victor Henry Jekyll, DDS'25, at St. Jerome, Que., on March 25, 1972.
C.H. McNaughton, BSc'25, at Thetford Mines, Que., on April 12, 1972.
J. Bruce Parker, BSc'25, at Peterborough, Ont., on March 8, 1972.
A.C. Yerxa, BCom'25, at Fredericton, N.B., on Feb. 9, 1972.

24

C. Howard Gordon, BSc'24, at Cape Town, South Africa, on March 20, 1972.
Cecil S. Robinson, BCom'24, at Windsor, Ont., on May 14, 1972.
Rev. Canon S.W. Williams, BSc'24, at Montreal, on Jan. 19, 1972.

23

Grainger Stewart Grant, BSc'23, at Pointe Claire, Que., on April 22, 1972.
James H. Laishley, DDS'23, on April 2, 1972.
Joseph Marcovitch, MD'23, at Springfield, Ill., on Feb. 5, 1972.
Mona Prentice, Arts'23, at St. Andrews, N.B., on Aug. 14, 1971.
Mendel Segal, BCom'23, on Sept. 30, 1971.
Charles A. Watson, MD'23, on March 18, 1972.

22

William D. Benson, Com'22, at Montreal, on May 7, 1972.
Judge John W. Long, BCL'22, at Montreal, on April 20, 1972.
Mrs. Alex Ree (Eleanor Creelman), DipInst-Diet'22, on June 21, 1971.
Samson S. Wittenberg, MD'22, on Sept. 30, 1971.

21

Karl H. Forbes, BSc'21, at Montreal, on Feb. 12, 1972.
G. Selwyn Veith, DDS'21, on April 5, 1972.
Mrs. Wilfred Watson (Jean B. Whillans), DipPE'21, at Burlington, Vt., in March, 1972.

20

Frederick C. Donald, BSc'20, in California, on Feb. 10, 1972.
Hugh W. MacPherson, BSc'20, at Halifax, N.S., on Jan. 20, 1972.
G. Stafford Whitby, PhD'20, DSc'39, at Delray Beach, Fla., in January, 1972.

'19

Eileen Phelan, DipPE'19, at Montreal, on Nov. 9, 1971.
Walter W. Read, MD'19, at Grimsby, Ont., on April 4, 1972.

'18

Clifford Derick, MD'18, at Boston, Mass., on March 3, 1972.

'16

Mrs. L.N. L'Esperance (Wreatha Mosley), BA'16, at Ancaster, Ont., on June 13, 1972.

'15

Osias A. Lefebvre, DDS'15, at Ste. Anne de Bellevue, Que., on Feb. 28, 1972.

'14

Eva O. Howard, BA'14, on Jan. 8, 1972.
A.G. Scott, BSc'14, on April 28, 1972.

'13

Mrs. Archibald Stalker (Florence MacSween), BA'13, MA'15, at Montreal, on March 21, 1972.

'12

John S. Jenkins, MD'12, at Charlottetown, P.E.I., in April, 1972.
Rev. Herbert L. Johnson, BA'12, at Boston, Mass., on Jan. 4, 1972.
Miles G. Walker, BA'12, on March 1, 1972.

'11

Robertson Fleet, BA'09, BCL'11, at Montreal, on April 17, 1972.

'10

H.H. Hepburn, MD'10, on Jan. 31, 1972.
Maj. Alex O. McMurtry, BA'10, on June 13, 1972.
Mrs. R.B. Shaw (E. Ruth Badgley), BA'10, at Montreal, on April 10, 1972.

'09

C. Ernest Cross, BA'05, MD'09, at Montreal, on April 28, 1972.

'08

The Very Rev. C.E. Riley, BA'08, in the spring of 1972.

'06

Herbert T. Shaw, BA'06, in California, in March, 1972.

'05

E.W. Bowness, BSc'05, at Calgary, Alta., in February, 1972.

'02

Charles Campbell, BSc'02, on Jan. 26, 1972.

'01

John D. George, MD'01, at Penfield, N.Y., on March 12, 1972.

'00

Caroline E. Holman, BA'00, on April 15, 1972.

Obituaries

George Maxwell Bell, BCom'32

George Maxwell Bell, newspaper publisher, oil magnate, and sportsman, died on July 19, 1972, at Montreal. He was fifty-nine.

From humble beginnings he built up a successful business career in Calgary, Alberta. Although the bulk of his fortune was made in oil investments, he considered newspapers to be his chief business concern. He owned or shared in the control of several Canadian newspapers, amongst which were the Toronto *Globe and Mail* and the *Vancouver Sun.*

Bell was probably best known publicly for his avid interest in sports. He played hockey and football at McGill, and later became part owner of the Vancouver Canucks and chairman of Hockey Canada. Racehorses were his real passion. His racing stable outside Calgary was one of the largest in Canada.

He always maintained an active interest in his alma mater. As chairman of his class's twenty-fifth anniversary gift, he raised a record amount of donations. He served as a member of McGill's Board of Governors from 1962 to 1971.□

Arthur Eustace Morgan

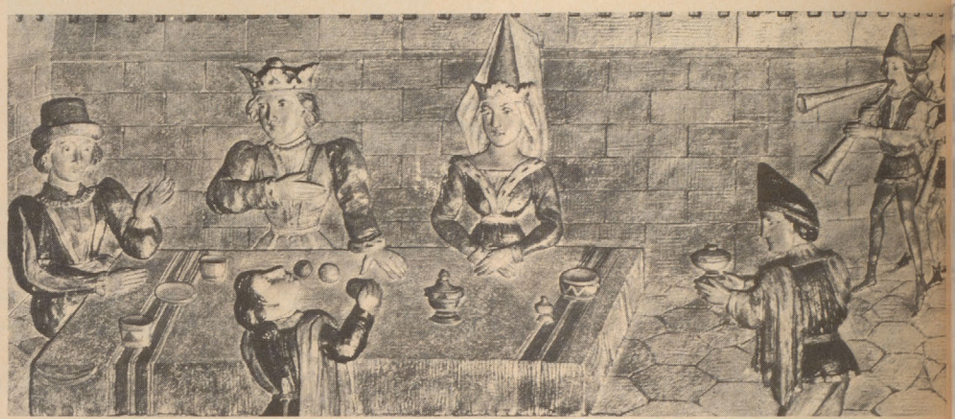
Arthur Eustace Morgan, eighth principal and vice-chancellor of McGill from 1935 to 1937, died in England on February 3, 1972, at the age of eighty-five.

Bristol-born Dr. Morgan was educated at University College, Bristol, and Trinity College, Dublin. He was a distinguished literary scholar with a special interest in Shakespeare. In 1926 he was appointed first principal of University College in Hull, England.

During his term in office at McGill, he displayed a warm and genuine liking for young people. Many will recall his frequent walks around campus during which he would often stop for friendly chats with students.□

One of the intricate carvings which grace the reception area of the Graduates' Society's new headquarters. The carvings depict scenes from Tudor fairy tales.

Society activities



by Tom Thompson

Two Montreal businessmen sat sipping their lunch discussing Quebec education's most mystifying acronym – CEGEP *(College Enseignement Général et Professionnel).* "Any good PR man would scrap the name 'CEGEP' and just say 'college'," remarked one of them. His companion agreed. "Students would be a lot happier saying they attended such and such junior college, as is the case south of the border. As it is now, if they apply to study outside the province, they probably have to send two papers – one showing their grades and another explaining the CEGEPs!" he quipped.

Those gentlemen are certainly not alone in feeling that "CEGEP" was simply a poor name choice. It is an unnecessarily complicated term to describe something quite straightforward. CEGEPs are two-year community colleges which bridge the gap between high school and university in Quebec. They offer academic programs, which prepare students for the three-year undergraduate degree program at university, or technical programs which are designed for those who will enter the working world upon graduation from a CEGEP.

Under One Roof

The Graduates' Society staff breathed a sigh of relief at the completion of the long-anticipated move from Martlet House and McGill Fund Council offices to new, combined headquarters at 3605 Mountain Street. The new building, which until recently was occupied by the Faculty of Music, is amongst the loveliest of McGill's older houses. Interestingly enough, Hugh Hallward, who has been nominated for the presidency of the Society, grew up in the house during the years before it was acquired by McGill. The charm and personality of the house are products of a painstaking craftsmanship, sadly lost in recent decades.

Around the Branches

The McGill Society of Toronto recently drew a near record audience of 300 to hear the Honourable Eric Kierans address its annual meeting. Kierans, who will be teaching at McGill this year, discussed Canada's industrial strategy and economic policies in general, and the attitude of the Trudeau government in particular.

The New York Society has presented an equally lively program with a somewhat different bent. Recently, it held a program of "Animation Antics" with excerpts of cartoons from 1906 to the present.

Over 100 guests attended the McGill Society of Jamaica's dinner honouring two McGill men: Deputy Prime Minister, the Honourable David Coore, BA'46, and Professor Stanley Brooks, BSc'50, the first graduate to be a full professor at the University of the West Indies.

Sandra Guillaume, assistant archivist at McGill, was guest speaker at an Australian branch program recently. As well as discussing her work, she gave a stimulating talk on McGill and Quebec.

Allen Moves On

Best wishes are extended from the Board of Directors of the Society to Andrew Allen, former director of alumni relations, in view of his recent appointment. After an interim year away from the Society office, he has been officially named director of the Information Office at McGill.

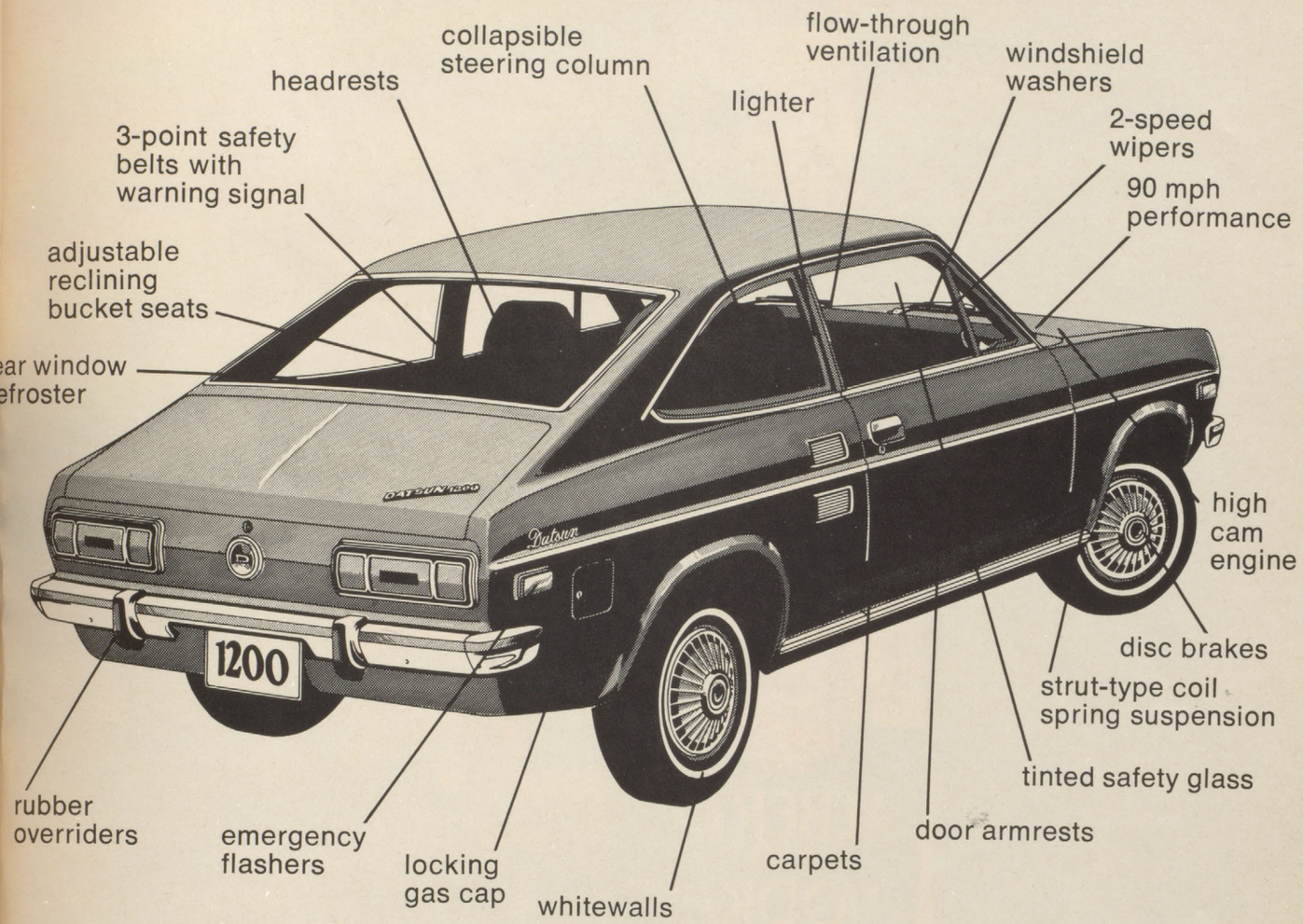
Bargain Well Kept

The Alma Mater Fund is now in its twenty-fifth year of operation. For more than twenty-four of those years, it has been Harold Bloom's job to keep a tight but subtle rein on the Society's spending. Everyone has a story to tell of how he came to be in the service of the Graduates' Society, but Bloom's is unusual.

Bloom was born and grew up in St. Petersburg, Russia. Shortly after the October 1917 Revolution his family moved to Estonia, where he remained until the 1940 Russian occupation of the Baltic States. He then utilized his part-German ancestry to permit him to enter Germany with his wife and five children. In Germany, he served as chief accountant in several major industries.

During the final stages of the war, Bloom joined the comptroller's office of the International Refugee Organization – a very worthy cause indeed. He eventually heeded the advice offered to most refugees of that time and immigrated to Canada with his family. Within days of his arrival, he was hired as the Graduates' Society's accountant. The terms of his employment were that he would be well-treated provided he agreed to stay with the Society for a while. Bloom has certainly kept his part of the bargain. □

Tom Thompson is acting alumni director.



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heck through the features you'd
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But, if our Fastback isn't quite your car, look over the Datsun range.
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PRODUCT OF NISSAN

DATSUN is all you really need

There are more than 1100 Datsun dealers across Canada and the U.S.A.



PHOTOGRAPHED IN LENIN SQUARE, LENINGRAD, USSR BY TOBY RANK

A Vodka Martini with a Lenin twist?

Why not? When we took Alberta Vodka to Leningrad, Russia's "Venice of the North", we knew we were going to the country that's famous for vodka.

The Russians take theirs straight. But with vermouth? And a twist of lemon? In vodka? Nyet?

Until some of our Russian friends tried it... and suddenly lemon, and onions, and olives joined the ranks of their traditional garnishes—tangerines or hot tea.

It just goes to show: even in a country that's famous for its vodka, you don't have to have a Russian sounding name to make a прекрасная * Vodka Martini.

Just ask the Russians...

Alberta Vodka

makes a прекрасная* everything!

*great

The Lenin Memorial shown in the background, stands near Finland Station, where Vladimir Ilyich Lenin arrived from Helsinki after his years of exile, to lead the Marxist revolution. Preserved near the memorial is the train on which he returned.

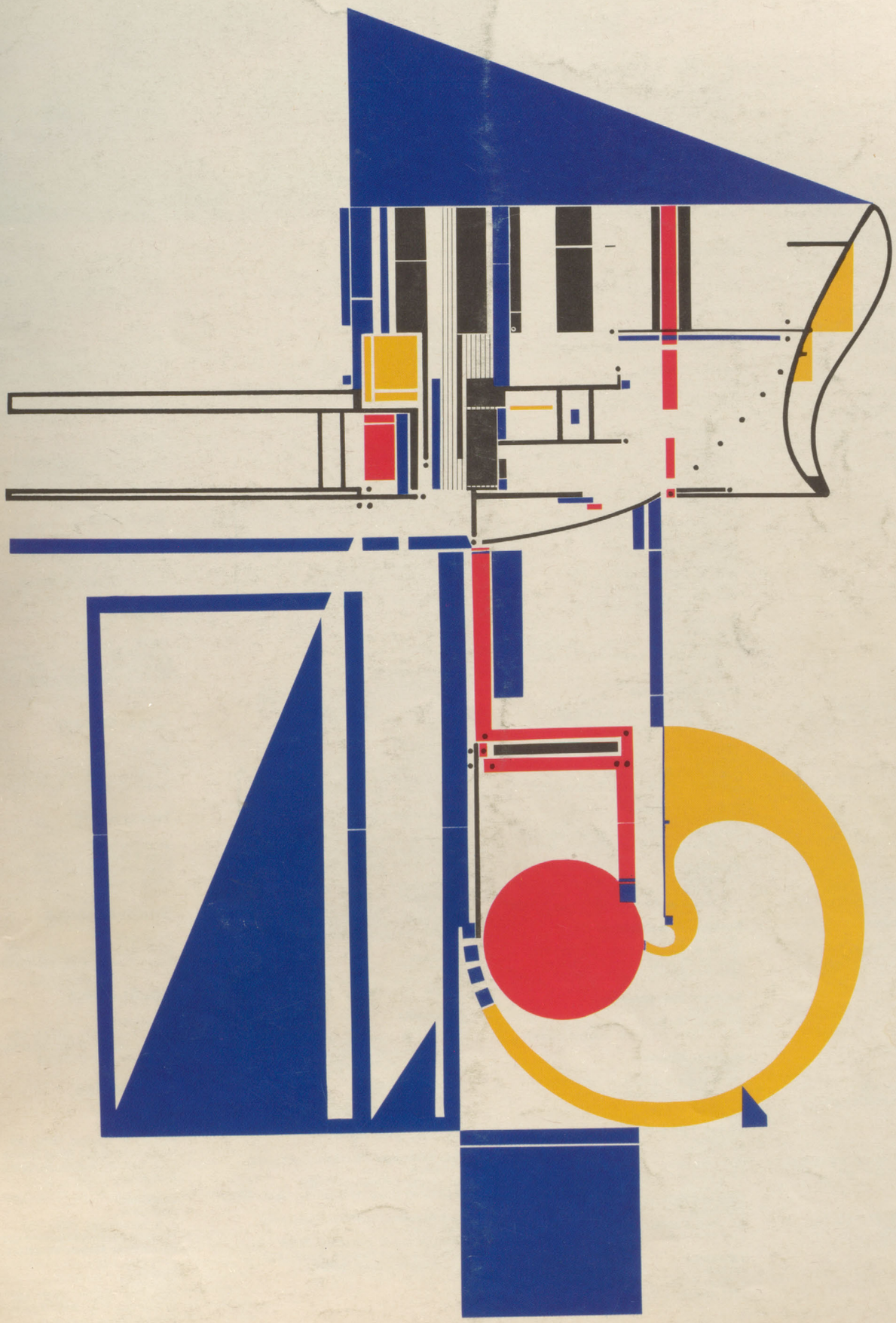
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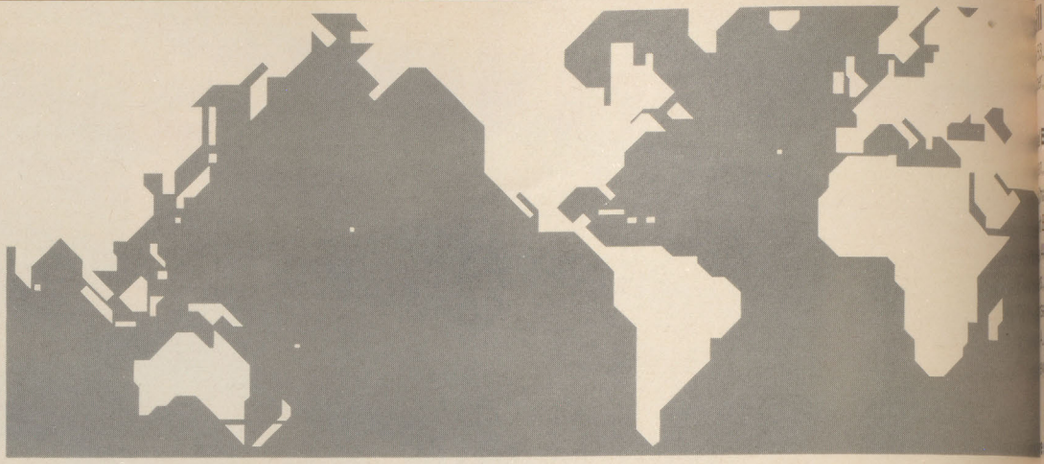
v. 53 #5

November 1972

In the last decade, enrolment in McGill's Music Faculty has soared. This issue looks at the Faculty's development and some concerns of its musicians (p. 9).

LH3
M2M3





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me 53, Number 5
ember, 1972

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McGill News is published six times per year, January, March, July, September, and November, by the Graduates' Society of ill University and distributed to graduates of the university. The right of all contents is registered. Postage paid in cash at third-rates, permit number H-6. Please address all editorial com-ications to: The *McGill News,* 3605 Mountain Street, Montreal Tel. 392-4813. Change of address should be sent to: Records rtment, 3605 Mountain Street, Montreal 109.

Note book

A feeling of excitement pervades McGill campus each fall. In many respects, autumn is the apex of the annual cycle of university studies. It is the time when the hardships of the previous academic year are forgotten, and the reserve of intellectual energy, accumulated during the summer, can be released to colour the drab winter months. The season is also one of change, as the daily activities of most students and professors become more tightly organized, and the mental meanders of their daydreams are funneled into specific projects.

This autumn the campus also has an aura of optimism. It probably has its roots in the arduous and largely successful efforts of the administration to manoeuvre the university in a direction more consistent with the priorities of its greatest benefactor, the Quebec government. The optimism stems too, from a public awareness that the university continues to receive the international respect of academics, as evidenced by the quality of the staff recently attracted to the McGill community and the impressive number of national research grants awarded to various individuals and departments in the last year.

One Faculty has perhaps more reason to be optimistic than many others. That Faculty is Music. After fifty-two years of making do in a motley assortment of deteriorating buildings, and often hindered by an uncertain future, the Music School has at last been united under one roof and can be confident of its future expansion. It is, in effect, one of the most interesting Faculties at McGill since, because of the very nature of its subject matter, it must combine the forces of the creative and the intellectual, bringing together the structural concerns of the engineer and the esthetic concerns of the artist. Recognized throughout this continent for its excellent music composition department, the Faculty is also becoming one of the university's most illustrious. The story of the Music Faculty's development, some impressions of modern music, and the contemplations of a children's music teacher can be found on pages 9-16 of this issue.

This month's cover shows an imagined music machine of the future which, while suggesting the use of piano keys and a brass horn, is a reminder of experimental instruments musicians have been exploring in recent years. *C.C.G.*

What the Martlet hears

New Nursing Degree

CEGEPs, Quebec's recently introduced junior colleges which act as a bridge between high school and university, are having their impact on McGill in a variety of predicted and unpredicted ways. The professional Faculties are feeling their effect perhaps more than any others. The School of Nursing, for example, has been undergoing a major reorientation, partly to accommodate the new CEGEP-trained students, and partly to adapt to the recent changes in health care in Quebec.

Joan Gilchrist, the School's newly appointed director, explains that under the new provincial health care scheme with its emphasis on community health care centres, the role of the nursing profession is expanding. The older system had provided for two types of nurses: hospital-trained ones who followed the three-year RN program, and university-trained ones whose qualifications included both a BSc degree and RN diploma. In the new CEGEP-linked system, there are still two kinds of nurses' training available. Prospective nurses can opt for a three-year RN program at the CEGEP level, or enrol in a biological sciences core program during two CEGEP years, from which they then proceed to the new three-year BScN degree program at the university.

Where in practice, the old health care system did not make use of the extra qualifications of nurses with BSc degrees, the new approach hopefully will. The BScN course, now in its second year of operation, is quite different from the RN program. Gilchrist points out that the new degree emphasizes the maintenance of health, unlike the RN program which is oriented more strictly toward the cure of disease. The BScN course prepares nurses to act as intermediaries between patients and general practitioners, to do broad diagnoses, and to direct patients to specialists if necessary. Most importantly, it focuses on the methods of maintaining long-term patterns of healthy living in families and assisting them in illness situations.

Like the creation of two new administrative posts at McGill (see "Shaping Future Health Care," page 5), the introduction of the BScN is part of a serious effort on the part of McGill and the Quebec government to establish a workable community health program. The new degree course will not only provide better trained nurses for the community health centres, but will, in all likelihood, contribute to the centres' development and expansion. By taking advantage of nurses with more extensive training, the centres themselves will be able to give superior service to a public often intimidated by the impersonality of large city hospitals.

Joan Gilchrist is well aware of the problems involved in large hospitals, having served as director of nursing at Montreal's Jewish General Hospital before coming to McGill in 1966. Her practical experience, which has given her an impressively comprehensive knowledge of the profession, is further complemented by study. Currently she is completing a PhD thesis in sociology, which focuses on the social relations among hospital staff and patients as they are affected by the type of nursing being administered. □

"All in the Family"

"If one member of a family is chained to the house to look after young children or feels guilty because the children are attending a poorly run day care centre, it can affect the entire family's life. I believe that good child care facilities are integral to the family's existence," comments Professor Charles Pascal with concern. It is in response to the sort of problems he is referring to that the McGill Community Family Centre is – at long last – in the process of getting off the ground. Initially the centre, which is scheduled to open its doors this January, will provide day care facilities for approximately forty, two- to five-year-old children of McGill faculty, staff, and students. In time, the centre will diversify its activities to include related services such as guest seminars on topics of interest to parents, a baby-sitting referral agency, and a badly needed program for children under two years of age.

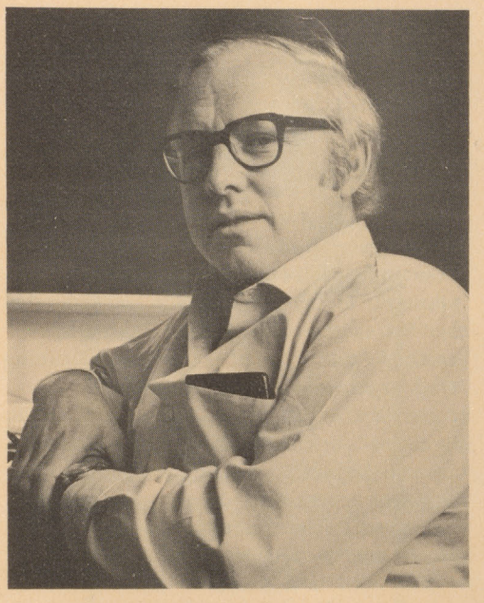
In the meantime, however, efforts are being concentrated on setting up the preschoolers' program. Tuition will be calculated on a sliding scale based on income. Wally Weng, directress *pro tem* of the centre explains that about half of the first group of youngsters will pay full tuition, while the other half (presumably students' children) will be charged only a token fee. Those latter children will, it is hoped, be supported by a system of scholarships. "Two hundred dollars would support a child from a student family for one academic year," points out Dr. Pascal, stressing that the centre is deeply concerned with serving student families with minimal incomes. He adds that creating a safe, healthy, stimulating environment for young children is a very costly business, and although the centre will eventually be financially self-sufficient, its budget, like that of many spheres of the university, is now tight. It will operate out of a Peel Street building (formerly home of the Spanish department) which McGill has given rent-free to the centre. McGill will also be covering building renovation costs and has donated a modest grant of $3,500 for the purchasing of equipment.

Wally Weng is extremely pleased with the potential of the Peel Street building for nursery school use. "It's like a little castle, especially compared to the church basement-type conditions many similar programs are forced to work in," she says with enthusiasm. At the moment Weng, who is president of the Montreal Nursery School Association, is laying the groundwork for the preschoolers' program. Emphasizing that the centre will be much more than a baby-sitting service, she specifies that the program will have to be flexible to meet the needs of both the children and their busy parents. She considers a family-like, non-institutional atmosphere extremely important for young children and encourages as much parental participation as possible.

The centre will be staffed by professional teachers, who will be assisted by student volunteers. As Professor Pascal, who has been instrumental in setting the centre's wheels in motion points out, "The nice thing about a university day care centre is that we can use contingents of students from various departments, thereby productively decreasing the staff-student ratio . . . . We want to involve the McGill community as a whole as much as possible. The centre is, after all, one of the very few projects which is run for and by students, faculty, and staff, with the full cooperation of all three."

The urgent need for the program becomes increasingly evident each day. Although the centre has not been publicized officially until

David Bourke, executive assistant in the principal's office.



tly, Pascal, Weng, and others associated it have been inundated with inquiries from ested parents.

o a large degree it was a 1971 report by niversity's Committee on Discrimination Sex that inspired the centre. That report recommended the establishment of a day centre at the university in an effort to elimi- what the committee called "*de facto* dis- ination against female staff and students." crete action on that proposal will likely greeted with grateful sighs of relief by a at proportion of women (and men) at Mc- ll. It is probably even safe to speculate that stablishing the Community Family Centre, Gill is at the vanguard of a growing trend ich will soon be affecting all universities. □

ncipal's Assistant Appointed

e role of university principal in the seventies easily become too demanding for one man handle. As well as acting as top administrator ultimate responsibility for important deci- ns affecting all parts of the institution, the ncipal is obliged to make numerous appear- es at social functions as university represent- ve. With the recent launching of McGill's million fund-raising campaign, the geoning responsibilities of Principal Bell eatened to expand to an unmanageable nt. Consequently, to help cope with the r-increasing problems of the job, McGill created the post of executive assistant in principal's office.

The man to take on the many and varied ies of that post is R. David Bourke, BArch who, until recently, served as second vice- sident of the Graduates' Society. Among rke's concerns will be the improvement ommunications between the university and Graduates' Society. Perhaps more impor- tly, Bourke will work from within the versity to stimulate response to the devel- nent program of the seventies, which, it is ed, will be the offshoot of the ongoing fund paign. As he explains, a large part of his will consist of helping the university collec- ly to decide its priorities for expenditure to define the specific programs which ld lead to the fulfilment of those priorities. ope to spend a great deal of time encourag- members of the university to decide where they can best employ funds in creative, innovative projects, which are consistent with McGill's directions for the future," he says.

The new executive assistant already has extensive associations with McGill. The architectural firm in which he was a senior partner designed the Stewart Biological Sciences Building and McLennan Library. Since 1966, he has been a visiting lecturer in the School of Library Science. Certainly his most significant contribution to McGill has been as chairman of the 1971 Sesquicentennial celebrations. His coordination of that project earned him well-deserved recognition as the magus of McGill's morale boosters.

As Bourke goes about the tasks involved in his new post, he will rely heavily on his professional experience as an architect. That experience cultivated a skill for reacting to the sensitivities of people to their environment — an attribute welcome at any university. □

Management Building

"She's not much to look at, but I understand she has a good personality." Strangely enough, that old, familiar matchmaking line provides an apt description of McGill's new multimillion dollar Samuel Bronfman Management Building. Standing squarely on the corner of McTavish and Sherbrooke Streets, with its row upon boringly symmetrical row of windows gleaming, it presents a most uninspiring picture. Its dull design — to be blamed partly on the Architectural Committee's insistence on uniformity in all McGill's newer buildings — is especially disappointing when compared to the charmingly ornate Prince of Wales Terrace which used to occupy the site.

Its interior is an improvement, however. The building was designed to be multipurpose. Besides acting as the first unified home of the Management Faculty, it will house the philosophy and language departments (except for French which will stay in Peterson Hall), and the McGill Bookstore. Along with the usual variety of lecture halls, conference rooms, language laboratories, lounges, snack bars, and staff offices, it contains the new Management Library, which offers twice as much space and seating as any of the Faculty's previous library facilities.

The building will open officially in

January. Anticipation of the improved environment it offers has helped generate a refreshing feeling of optimism among the building's occupants. Management faculty are cheered by the thought that they will no longer be forced to restrict so tightly the size of the MBA class. They are also confident that the new behavioural science laboratory, housed in the Bronfman Building, will prove to be a very fine facility. In fact, the general atmosphere is one of enthusiasm about the Faculty's renewed potential to do justice to its responsibilities both to its students and the community in general. □

Consumer Protection — McGill-Style

Furthered by deceptive advertising and slick salesmen, consumer victimization is as rampant today as smallpox was in previous centuries. Measures are being taken, however, to counteract the new ill. Consumer protection groups have been formed in many Canadian and American municipalities to fight those responsible for public defrauding. Here in Montreal, another organization, the Centre for Public Interest Law, has recently joined the battle for consumer rights. Run on a non-profit basis by a small corps of law students, attorneys, and professionals from various fields, the centre aims to root out and research issues of public concern and to press for solutions, legislative or otherwise, to the problems that come to light.

A number of McGill law students must be credited with the centre's inception last summer. Unwilling to abandon the public interest projects they had begun under the auspices of Opportunities for Youth, the students approached McGill law professor, Ronald Cohen, with the idea a year ago. A member of Minister Tetley's Consumer Protection Council and an activist in consumer affairs for nearly three years, the twenty-eight-year-old professor gladly helped set up the centre and accepted its directorship.

Comparisons of the fledgeling centre with Ralph Nader's Centre for the Study of Responsive Law in Washington are inevitable and not entirely idle. To be sure, there are tactical differences in approach, but both organizations share similar goals. Like the American centre, the Centre for Public Interest Law is more encompassing in its investigations than many consumer protection groups which restrict themselves to specific areas. As Professor Cohen explains, "We have a general area of interest not delimited by automobiles, or medicine, or whatever." The centre cooperates wholly, though, with local consumer groups, and offers them resources whenever possible.

It was, in fact, CRABS (South Shore Citizens' Rights Against Bailiff Seizures) that brought the malpractices of the city's retail carpet industry to the centre's attention and generated their first extensive study. After thorough research, the centre issued a report on misleading retail carpet advertising in Montreal and requested a federal investigation. Although two similar petitions had been filed previously in Canada, the centre's request was unique in asking the government to investigate, not only the companies that made spurious claims, but also the media — television and newspaper — that voiced those claims.

At present the centre is working on the development of a bylaw which would regulate the use of snowmobiles. Although the bylaw would apply to a specific town in the Laurentians, the centre hopes that it may serve as a model for legislation elsewhere. Also under study is the mandatory use of seat belts. Legislation has proved extremely effective in Australia, and the centre is hopeful that it will be instituted here.

With government and private monies promised to them, the centre has every intention of continuing their investigations. The Montreal consumer will be better off for it. □

When East Meets West

McGill has, for a long time, attracted students of varied backgrounds and interests from all parts of the world, and this year is no exception. Of particular interest is a group of eight graduate students who have recently come from Indonesia to work toward masters degrees at McGill's Institute of Islamic Studies. The eight, five of whom have received grants from the Canadian International Development Agency, all occupy high teaching posts at various universities and institutes in Indonesia and are concentrating their studies here on Islamic religion, culture, and civilization.

The Institute of Islamic Studies was founded in 1952 through grants from the Ford and Rockefeller Foundations, and, each year, has some fifty students enroled in its programs. According to Djamal Murni, one of the eight studer and an assistant lecturer in the Faculty of Ec cation at the University of Padang, it is McG western view that attracted this year's Indon sian group. "At home," says Murni, "we stue Islam from our own cultural viewpoint. We would like to understand how westerners se our religion and culture, and how we can co bine the eastern and western views of Islam."

Another student, Abdul Dasuki, vice-dea of the Faculty of Arabic Letters at the State Islamic Institute of Jogjakarta, feels that the experience of studying at McGill will prove valuable in finding ways to improve the met ods of studying Islam in Indonesia. Both stu dents emphasize the importance of exposur to the western outlook in studying an essenti eastern phenomenon like Islam. "Accordin to our faith," explains Murni, "Islam is the religion that will be embraced by people all over the world. We would like to understan the westerner's thinking so that we can brin Islam to him." □

Liberation School

"The time has come to take matters into our own hands," read the seemingly ubiquitous campus posters. A dramatic slogan, to be sur But, as the average student probably asked himself in the early days of this academic ye what was it all about? It turns out to be abou Liberation School, an organization of McGi students, employees, and working people, e gaged in group study sessions which focus – from various perspectives – on political involvement in the Quebec community.

The group insists that the school is *not* just a parallel or alternative to the present univer system. An examination of the school's State ment of Principles helps reveal what, in fact, Liberation School is. The statement opens w the following declaration: "The university d not meet our needs: not our educational nee not our social needs, not our need to understa ourselves in Quebec. By rejecting the univer sity's five-year plan for the production of co porate executives and bureaucrats, we can co lectively build a school that has both relevan and purpose." It goes on to elaborate on the school's emphasis on Quebec. "Conscious o

urgent need to clarify the role of anglo-
nes within political movements in Quebec,
are creating Liberation School to spur peo-
toward a full participation in the Quebec
eration struggle," it reads.
Although formed officially this fall, the
ool grew out of last spring's Independent
dents for a Free *Daily* movement, which
posed the Students' Council appointee for
Daily editorship. "Because this was such
hesive group, it seemed futile just to say
ve won and then break up," one Liberation
hool representative explained. The initial
up of about twenty McGill students and
ployees – including sociology professor,
rlene Dixon – developed the school's prin-
les and a structure centred around five "divi-
ns." Those divisions – or Faculties through
ich courses are organized – include Marxist
dies, women's studies, media, imperialism,
d corporations.
Financial support for the school comes from
main sources, according to a spokeswoman.
he founding members have pledged a
rcentage of their incomes," she said, "while
re's also a five dollar registration fee." With
s money, the group hopes to rent a full-time
ntre for the school, which now holds its
sses in McGill's University Centre. The
ool did have an earlier centre of operations,
t was dispossessed on the grounds that it
s not for use by an organization.
The Liberation School representative said
t group members have been questioned by
ntreal police, who stated that they planned
"keep an eye on" the school. She specified
t the organization was not connected with
particular political party or student organi-
ion such as the McGill Student Movement.
wever, she added, the group was submitting
harter to the McGill Students' Society, since
ognition by student government would con-
ue the group's access to student facilities.
Has the school had initial success? Organizers
he group had originally expected a student
dy of about 200 – compared with some 80
ple actually involved as of October. Never-
less, school organizers are far from discour-
d, and a step forward was scored when the
s and Science Undergraduate Society at
Gill gave the group editorial control of its
blication, the *McGill Free Press*. □



THE TIME
HAS COME
TO TAKE MATTERS
INTO OUR OWN
HANDS

Shaping Future Health Care

Community health care, the planning of a network of hospitals and clinics to ensure optimal health care for the members of a community, has become an expanding concern of McGill and the Faculty of Medicine in the past few years. Recently two new appointments have been made, indicating quite strongly that the university intends to play an active role in planning the future of health care.

In August, Dr. Sidney S. Lee, formerly associate dean of Harvard Medical School, was appointed to the position of associate dean (community medicine) of McGill's Faculty of Medicine. Then in early October, Maurice McGregor, the former dean of medicine at McGill, was named to the newly created post of vice-principal (health care).

In his new capacity as a vice-principal, Dr. McGregor oversees planning and policy in health services as they affect McGill's Schools of Medicine, Nursing, and Physical and Occupational Therapy. Associate Dean Lee is acting as director of McGill's Health Care Centre and is responsible for facilitating the extension of community health services in regions served by hospitals associated with the Faculty of Medicine and for establishing liaisons between citizens' groups, hospitals, and government.

A newcomer to McGill, Dr. Lee brings with him years of experience in hospital administration, university teaching, and consultation with governmental agencies in both Canada and the United States. He is no stranger to the Quebec Department of Social Affairs, having been a consultant to it during the implementation of the medicare program. "My main concern is the organization and delivery of medical care to people," he explains. "That includes both the practical concerns of planning facilities as well as the political concerns."

Dr. Lee describes the McGill Health Care Centre as "just a piece of paper right now." Although, as he points out, the centre's exact nature has yet to be decided, it will be generally involved in research in the field and in the planning of future facilities. "With the changes that have taken place in Quebec recently" comments Dr. Lee, "I can see that the government will be calling the shots on the organization of health care. McGill should help shape the policies that the government makes." □



Medicine for the people

by Evelyn Levine

A look at the *Birth Control* and *VD Handbooks* and the ideals they stand for.

"Birth control, venereal disease, and in fact, all medical issues, are social questions. You simply cannot separate the scientific from the social." That provocative statement by Allan Feingold expresses the essence of his thoughts on the role of medicine in society. A recent McGill graduate (BA'71), Feingold has valuable experience in the realm of community health problems. He and a colleague, Donna Cherniak, BA'70, are co-editors of the *Birth Control Handbook* and the *VD Handbook*, two publications which have reached tremendous numbers of young people on and off university campuses throughout North America. The handbooks bear out their editors' firm belief that medicine must not remain removed from the political mainstream.

The *Birth Control* and *VD Handbooks* are much more than simple information leaflets. They are forty-seven-page, appealingly designed magazines which give more complete, more readable coverage of their topics than any other available publications. They speak to a sexually active, youthful audience who will automatically reject information which preaches any form of watered-down Victorian morality.

The *Birth Control Handbook* provides detailed information on all methods of birth control and includes discussion on the historical background of contraceptive use. The *VD Handbook* delineates all forms of venereal disease, carefully detailing the causes, symptoms, and various methods of treatment for each. The content and style of both handbooks reveal a basic confidence in the layman's ability to understand scientific information. Their lack of condescension is refreshing.

The handbooks are clearly political. Both have introductions which present politically radical ideas. Those introductions are important since they set the tone for the rest of the magazines. Like the editors who wrote them, the introductions pull no punches.

The introduction to the *Birth Control Handbook* states the publication's purpose: "to provide men and women with the information they need to control their own bodies . . . a basic, essential human right that has long been denied to us." That statement is followed by an argument against government legislated birth control, a policy which has wide acceptance as a solution to overpopulation in Third World countries. The editors make the point that from a global perspective, there is no real food shortage, but that in fact, big "agribusinesses" actually destroy food surpluses in North America in order to keep prices up. They are especially angry about the exploitation of underdeveloped countries by the richer nations, citing the example of Brazil which, they claim, has sufficient arable land to feed its 90 million inhabitants. That land is used for coffee production, the profits of which remain in the hands of large American corporations.

Their argument is complex, certainly radical, but cogent. They stand for new methods of government and new methods of distributing the wealth of the world. For them, the answers to problems of hunger, pollution, and crime lie, not in forcibly reducing family size in the poorer nations, but in making a more satisfying life available to all. Implicit in their reasoning is the belief that medicine plays a central role in politics, and that doctors, of all people, should be at the vanguard of constructive social change.

McGill Origins

The *Birth Control Handbook* germinated from a 1968 McGill Students' Society decision to do something about the high incidence of unwanted pregnancies on campus. Feingold and Cherniak, chosen as editors when they were still undergraduate McGill students, devoted six months to thorough researching of the topic. The first run of copies was distributed at McGill, Sir George, and Bishop's in the fall of 1968. During the 68/69 academic year, requests for the publication came from all parts of North America. As Feingold comments, "We soon realized that we had indeed created a publication for which there was a real need." The research was continued and every summer since, the handbook has been updated and improved. To date, 3 million copies have been distributed to destinations throughout this continent and England, and a quarter of a million copies of the French-language version have reached francophone readers.

The handbooks' popularity is partially a factor of their price. Individual copies are distributed free, and the charge for bulk orders is $45 for each 1,000. That means the cost to the organization ordering the books is 4½¢ per c — far below what any government or family planning agency could hope to charge. The low pricing is no accident. It is rooted in the handbook workers' goal of making medical information as accessible as possible to a gen ally ignorant and confused public. The hand books are now autonomously run, having re cently dropped the earlier affiliation with M Gill. The Handbook Collective, which inclu all its workers, is a non-profit organization. What bureaucracy is involved is small, and so operating costs are minimal. Some expen are also eliminated by the use of newsprint rather than more expensive paper for both p lications. Although, as a consequence, the handbooks lack the slick, sophisticated appe ance of most medical pamphlets, their accuracy, comprehensiveness, and excellent diagrams and photographs more than compens for it.

Cost, however, cannot entirely account fo the handbooks' success. Feingold feels that the handbooks' political orientation has also been an important factor. Members of the established medical profession would be ske tical about that. One highly respected Montr doctor, contacted by the *News*, compared th handbooks' blend of politics and medicine t old-fashioned Christian missionaries' tactics "In the past, churches have used medical science as a vehicle through which to 'sell' th beliefs. Most of us now recognize that as a m use of religion, and the missionaries are in di favour for it . . . . I think it's sad that, in a simi way, the handbook people are using medical science as the package wrapping for their pa ticular brand of religion," he says adamantly He does, however, concede that the handbooks provide "good information."

The Quiet Epidemic

The *VD Handbook* is a more recent venture than the one on birth control. The first editio of it came out in August, 1972. The editors predict that it will be distributed even more widely than the *Birth Control Handbook*. It originated from a realization that despite the impressive number of publications on venere disease, nothing existed which people could relate to easily. An Ontario government pam phlet on VD, for example, states that the only

nodel of the female reproductive system
sed to explain birth control methods.



way to avoid VD is to avoid sexual contacts outside marriage – obviously an unrealistic and unsatisfactory approach.

In fact, the need for the *VD Handbook* was urgent. As its introduction emphasizes, VD in North America has reached epidemic proportions. In 1971, there were approximately 2 million cases of gonorrhea and 100,000 cases of infectious syphilis in North America. Feingold estimates that in Montreal alone there are probably 15,000 cases of gonorrhea a year. "If that were polio, for example, the city would be in a state of panic," he says. The *VD Handbook's* introduction discusses the reasons for the recent spread of the disease. One is pure ignorance and misunderstanding. Another is the degrading medical treatment which is all too often given to VD patients, thus discouraging them from seeking treatment early enough.

The authors stress that a primary reason for the high incidence of the disease is the development of a penicillin-resistant strain of gonorrhea, dubbed Vietnam Rose. Feingold explains that twenty years ago gonorrhea was a fast-dying disease. With the introduction of penicillin, the number of cases had fallen dramatically except in areas of continuing military conflict. In the intervening twenty years, the United States and various other countries sent tremendous numbers of troops into Southeast Asia. "When that number of healthy men are displaced from their normal lovers, there is bound to be a great demand for sexual intercourse. That demand is reflected in the number of prostitutes and the high incidence of rape in Vietnam," Feingold points out. He goes on to describe the situation, commenting that, "As the U.S. troops have gone whoring and raping their way through Southeast Asia, gonorrhea has spread far and wide." He explains that since proper medical care is unavailable to the prostitutes in Vietnam, they treat themselves with low quality, black market penicillin. The result has been the creation of the penicillin-resistant form of gonorrhea, even now being imported to America by the returning soldiers.

"Doctors Should be at the Forefront"

The political overtones of the tragic gonorrhea upsurge are self-evident. The presently recommended dosage of penicillin for the treatment of gonorrhea is eight times greater than it was

Large-family living is not always as joyful as pictured here.



before 1960. The solution lies in changing the prevailing social conditions, that is, in ending the Vietnam War. "Doctors and medical students should be at the forefront, demanding that the U.S. withdraw from Southeast Asia," argues Feingold. Apart from the tremendous tragedies rendered in Asia itself, the returnees are a "very good vector for disease in North America." Doctors are in a position to see that. However, only a limited minority of them are prepared to try to do something about it.

Feingold, who is currently a first-year medical student at McMaster University, is vehement about the complacency of the medical profession. As he sees it, medicine at present serves human needs only insofar as it is consistent with serving the financial goals of the doctors, pharmaceutical corporations, hospitals, and hospital supply houses. "As a medical student, I think it's insane that I have an earning potential of $50,000 per year," he says. In his view, medical practice is rewarding in itself. The "sacrifices" (long years of training, delayed opportunities for earning, and so on) are not really sacrifices at all since most doctors come from middle class, high-income families in any case.

Drug Companies Guilty

Feingold blames pharmaceutical companies for much bad medical practice. Their power is astounding. They do a vast amount of advertising and send out masses of free samples to doctors' offices. For many busy physicians, drug companies are the only source of continuing medical education. The *VD Handbook* includes a section on the American drug industry which explains how the drug patent monopoly system has "stimulated the unnecessary production of so-called me-too drugs." In other words, companies circumvent patent restrictions by changing the chemical structure of a recently patented drug in some insignificant way to create a "new" drug which rarely has any advantage for treatment.

An awareness of the influence of pharmaceutical advertising on medical treatment is vitally important to patients. Actually, the inclusion in the VD magazine of what amounts to an attack on drug companies is completely consistent with the aim of the Handbook Collective: mass education of the people with the hope of making the average patient less vulnerable. The handbooks are meant to challenge the old God-image of the physician. The doctor does not know all, and whether it is due to incompetence, lack of proper continuing education facilities, or disrespectful, moralistic attitudes toward certain types of patients (such as VD cases), he may not be treating his patients in their best interests. Hence, the more the patient knows about his problem and its acceptable treatment, the better. It is his right and responsibility to check that he is receiving the proper medical care.

The handbooks' staff have received heartening feedback indicating that their work is, at least partly, achieving their desired goal. The *Birth Control Handbook*, for example, points out the dangers of high estrogen dose birth control pills. There are clear signs that women are heeding the handbook's advice and trying to ensure that they are prescribed the low dose form of oral contraceptive – even if it means questioning their doctor's judgement.

A Plea for Preventive Medicine

The nature of the doctor-patient relationship is another bone of contention for Feingold. In the field of gynecology in particular, he complains that the doctor commonly has an inhuman, mechanical attitude toward his patient, forgetting that he is dealing with a complete human being and not simply another anatomy. When the physician feels that venereal disease or premarital pregnancy is a sign of moral decay, his approach to his patient will be worse than just mechanical. It will be punitive, not curative. That sort of situation has led, Feingold claims, to cases of brutality, or at best, to incorrect medical care.

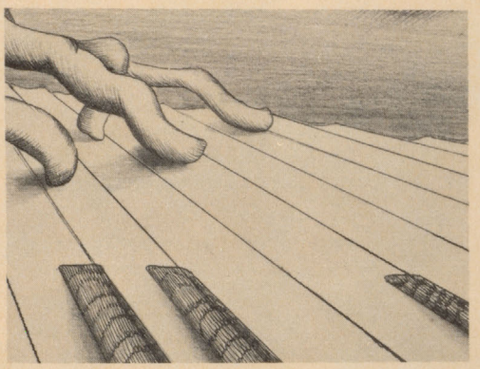
Even when doctors take curative measures as competently as possible, Feingold and other young doctors and medical students like him are not completely satisfied. Feingold is calli for a preventive approach to disease. An emphasis on prevention is, of course, not entirel in the interests of the pharmaceutical corpora tions, most of whose medicines are sold after illness has set in. It is, however, very much in the interests of the public, which at present is being victimized by the curative approach. To illustrate what he means by preventive me icine, Feingold cites the shocking number of deaths resulting from traffic accidents, that is, 56,000 people in the U.S. in 1971 alone. "A doctors, it is almost futile for us to work in em gency rooms and trauma wards trying to patc up people who are dying from injuries incurr in automobile accidents," he contends. In his opinion, physicians should be the instigators of a movement demanding the replacement of private cars with an efficient system of public transportation. Such a movement wou of course, clash with the goals of automobile manufacturers whose lobbying power is alm insuperable.

Clearly, in standing up for their ideals, All Feingold and his co-workers of the Handboo Collective are bucking the tides of convention Many of the social changes they are working toward are not easily accepted by the general community. Their contribution to the education of the masses in vitally important medica matters is, however, indisputable. Their centr aim of medicine for the people, rather than medicine for financial gain, is undeniably sound.

Do the handbooks and the ideals they repr sent amount to nothing more than a small voi in the wilderness? Hopefully not. Hopefully, they are a sign that the medical profession is heading in a new direction – one devoted to improving the quality of human life, as well as patching up the casualties of social and poli cal problems. □

A faculty odyssey

by Brian Segal



The university stresses the rather critical aspects of knowledge — the surveying, the categorizing, the analyzing, and the memorizing. The reconversion of such knowledge into living art, into original work, seems to have diminished. In a few universities — particularly in the East — discouragement of original work has achieved the status of policy.
The Shape of Content — *Ben Shahn*

When Ben Shahn wrote the above passage sixteen years ago, he was anticipating two phenomenal events of the sixties: the demands placed upon the universities by those who sought a genuinely creative education, and the possible failure of the university to meet those demands. The information boom of the post-war era had made prodigies of the young, and their reaction to that boom led inevitably to a more sluggish response on the part of educators. Some professors have dug in and manned the foxholes of conservatism, while others have driven busloads of students out to the nearest wood to run naked through nature in a hyped-up attempt to become part of it all. Most educators have shifted slightly to the left or right and carried on.

The painful growth of McGill's Music Faculty from a minute, much neglected department housed in buildings of varying degrees of dilapidation, to a modest but well-fixed Faculty provides a microcosmic view of the panorama of events which make up the recent history of many North American universities.

The Faculty's early years must have been extremely frustrating. When the old McGill Conservatorium was declared a Faculty in 1920, it was understaffed and underequipped — a situation which was to stunt the Faculty's development for more than three decades.

For years, students and professors were shifted from building to building, while the record library consisted only of a dusty pile of recordings and a patchwork assemblage, loosely described as a "high-fidelity system." The practice rooms in some of the more hazardous of the Faculty's buildings could have provided any zealous ecologist with an ideal example of noise pollution. ("Hold on to the music stands, boys. Somebody downstairs is warming up the tuba!") In short, the Faculty was so physically deprived that any thought of upgrading and modernizing its esthetic and intellectual outlook would have been, at best, a ludicrous fantasy.

From 1949 to 1963, the Faculty of Music pursued an increasingly depressing odyssey until the members of its weary crew found themselves holed up in a collection of bricks and boards euphemistically known as the McTavish Street Buildings. No self-respecting termite would have been found within sight of the unfortunate structures. The student population was dropping, and the last desperate few were severely demoralized. The Faculty was given yet another building.

The new building on Redpath Street was a marked improvement over the previous tenements. Soon a second Redpath Street building was handed over to the Faculty. Both new structures were relatively sound. With the move to better quarters, the mood of the Music School shifted from grim tenacity to optimism.

By 1969, the Faculty's building collection had expanded to include the two on Redpath Street, a beautiful old stone mansion at the corner of Mountain and McGregor (since July, 1972, Graduates' Society headquarters), the gigantic "Pillow House" on Drummond, and as a monument to the past, the decaying remains of the McTavish Street Buildings. At long last in 1972, the entire Faculty was physically united in what has come to be known as the Strathcona Music Building. This new home had formerly made up the larger part of the university's women's residence. Royal Victoria College, now underpopulated as a result of the new morality.

Although the physical odyssey of the Faculty spans fifty years, its esthetic and intellectual maturation has been shorter. In 1955 Marvin Duchow was appointed dean. During his

An artist's conception of the musician at wo

eight-year administration, university policy-makers began to realize that it was about time their infant Faculty began to grow up. Its long-neglected needs had to be defined and acted upon.

When Helmut Blume became dean in 1963, he inherited a rapidly changing and finally improving physical environment. He also inherited the birth pangs of the intellectual tensions which accompanied the new comforts. During his term in office, enrolment of full-time undergraduate students has soared from 56 to 373. The sharp increase in population is but one source of new energy recently injected into the Faculty. A great deal of energy has been generated outside the immediate sphere of the university, resulting in a new sophistication among students. The current music student is necessarily one who has been exposed to information about unfortunate wars, the corruption of power politics, pollution, and a host of other evils by the time he enters university. He is also well aware of the more positive creative advances in the arts and the sciences. The demands he quite naturally makes upon the university provide a new challenge for the educator. This is especially true of the creative arts.

All the technical sophistication in the world is still only one element in the highly complex fabric of a creative education. In that regard the Faculty has overachieved in some areas and is still waiting for the boat in others. Sorting out the various possibilities offered by the new technology and the new "freedom" is an extremely difficult task. Constant experimentation and exploration are fundamental luxuries – indeed, indispensable necessities – that must be a part of the creative process. In the past few years the Faculty has made great advances. Some of those advances are products of anticipation by the dean and members of his staff of the needs of the modern student. Others are the result of student pressure.

Musical composition students have been unusually fortunate. McGill boasts one of the most successful composition departments on the North American continent. The level of teaching is excellent. The sometimes painful and frustrating task of developing a genuinely useful electronic music studio has been pursued with commendable energy. Every student of composition at McGill hears his work performed by competent musicians in a relatively good concert hall.

The performance department has had a different challenge to meet. Over the years, the Faculty has been struggling to strengthen its achievement in this area. Again, there is a fine teaching staff of performing musicians. The students are afforded the important experience of private study with a highly trained practising musician. In most cases they are required to participate in the invaluable activity of playing with an ensemble of students led by an experienced teacher. It is only a matter of time before the performance department will be on a par with the best on the continent.

The Faculty has spent a great deal of effort developing a musicology program. This area of study is a great drawing card in the game of prestige. American universities have been turning out musicologists at an alarming rate and, in a sense, McGill's Faculty has become the twentieth trombone to hop on the bandwagon. One of the pressing problems of the near future will most likely centre around the factory-like production of musicologists and what to do with them.

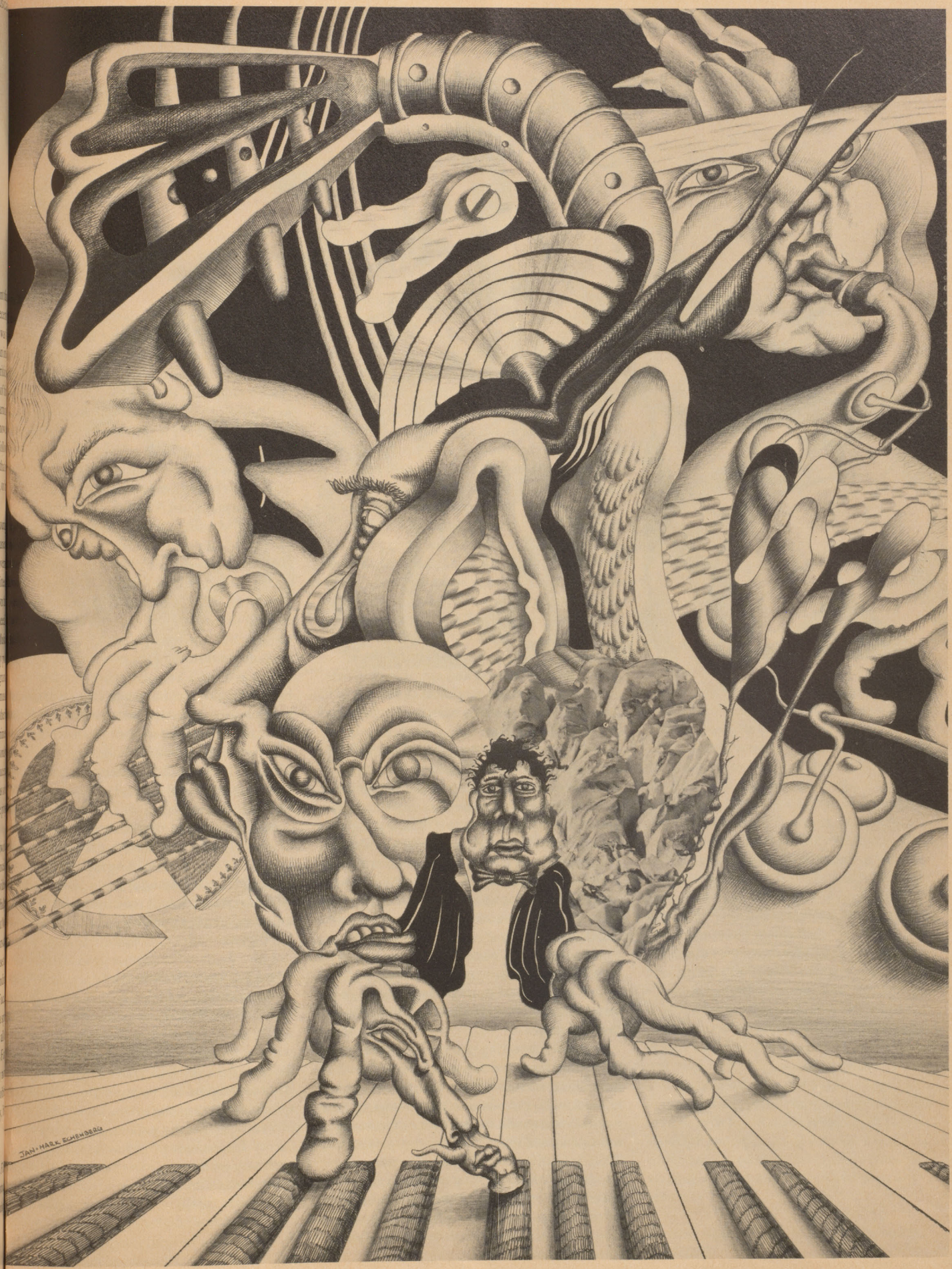
Certainly the most important department in the Faculty is that of music education. If any group has suffered at the hands of rapid expansion it has been this one. Until very recently it was regarded as the Faculty garbage dump. It seemed that students started in composition and eventually worked their way "down" to education. At long last, those interested in a meaningful Music Faculty are becoming aware of the vital role that music educators play, especially those music educators who will come into contact with the impressionable, all-embracing minds of the very young. If the Faculty ever hopes to establish a continuum of intelligent progress in the education of potential musicians, it must start with music education. It is unrealistic to hope to upgrade the level of musical training within the university, if the students entering the Faculty have been victims of musical privations at the elementary and secondary levels.

Ben Shahn, whose words appear at the start of this article, was faced with the challenge of lecturing to a group of Harvard students who were fortunate enough to find themselves in the kind of physical environment that McGill's Faculty of Music has only recently realized. His greatest fear at that time was for the survival of the creative process in an intellectu malaise of fear and directionless criticism. H anticipated the depersonalization of the student, the creation of the human learning-machine. The Faculty of Music is now at a po in its development where it could follow the road of the non-creative monolith that is the North American university system, or break new ground in creative education.

Thus far the signs have been encouraging. The Music Faculty was quite spontaneous in its "democratization" of Faculty governmen Students sit on all important committees, an Dean Blume and his staff have shown themselves to be fairly sensitive to their needs. In terms of student-faculty relations, Music has been a leader at McGill. The Faculty policy-makers have implemented new programs which have broadened the scope of music in the university. Joint programs with other Fac ties, the teaching of film music, experimenta tion in electronic music, new educational ven tures (including an attempt to introduce mus education students to the classroom as soon as possible), and postgraduate degree progra are all positive steps.

The challenge the Faculty faces is twofold. First, there is the old dilemma of finances, of carrying on in the face of university-wide aus terity measures. Second, there is the challeng of attitude. Those involved in music at McGi will have to spend long agonizing hours comi to terms with the question of how to use the physical comforts of their new surroundings to upgrade the creative aspect of the Faculty. The luxury can serve as a couch or as a spring board. That challenge must be met by all departments at all universities; McGill's Faculty of Music is fortunate in that it has only now reached the jumping-off point. The problem is not how to climb out of complacency, but rather, how to avoid it. □

Brian Segal is a former student of the Faculty of Music at McGill and a free-lance illustrator for the Montreal Star *and other publications.*


JAN-MARK ECHENBERG

by Helmut Blume

Beat, speed and power

The dean of the Music Faculty reminds us that music is really a life force — an essenti truth too often forgotten in music educatio



Once during a seminar at university one of my professors, the late Curt Sachs, asked us: "What do you think was man's first musical instrument?" We were quick with our answers: "Flute," "Pipe," "Whistle," "Drum," "Voice," "Harp." "No, no, no, no," the professor smiled complacently. Suddenly he stood up and, to our astonishment, began to slap his knees vigorously and rhythmically with his open hands. Then, equally rhythmically, he stomped his feet on the floor. "Hands and feet!" he cried triumphantly. "Those were man's first musical instruments." "Not very musical," one student observed. "Ah, but that's where you are wrong," the professor exclaimed. "Man's basic musical impulse is to beat out a rhythm." "What about singing?" someone wanted to know. "Screaming came first," said the professor brusquely.

I have often thought of that little lesson, particularly in this day and age of rock 'n roar. I also remember that as a child I knew no greater musical pleasure than the percussive clickety-click of a fast train ride. Beat and speed. I felt that I was caught up in something alive and powerful with an identity and presence all its own, especially when the regularity of the beat was broken by criss-crossing rails and switches, tracing new and fascinatingly complex rhythm patterns without any slackening of speed and power. I found it so much more exciting than the interminable sameness of the four-quarter or six-eight beat of my piano pieces. The other musical experience I cherished was the magnificent chaos of church bells. For me the chimes were living organisms of beat, force, and resonance, a stormy sea of sound, unpredictable, a bit frightening — yet utterly exhilarating. Their tolling was chance music at its best.

I am not suggesting that music lessons at the elementary level begin with train rides and the ringing of church bells. What I am suggesting is that the essence of music — beat, rhythm, force, speed, sound in an infinity of patterns, mutations, and identities — be recognized for what it is: a life force, or rather the force of life itself in its aural manifestation, and that the true understanding of the phenomenon of music become a guiding factor in the education of the child toward self-knowledge and self-realization.

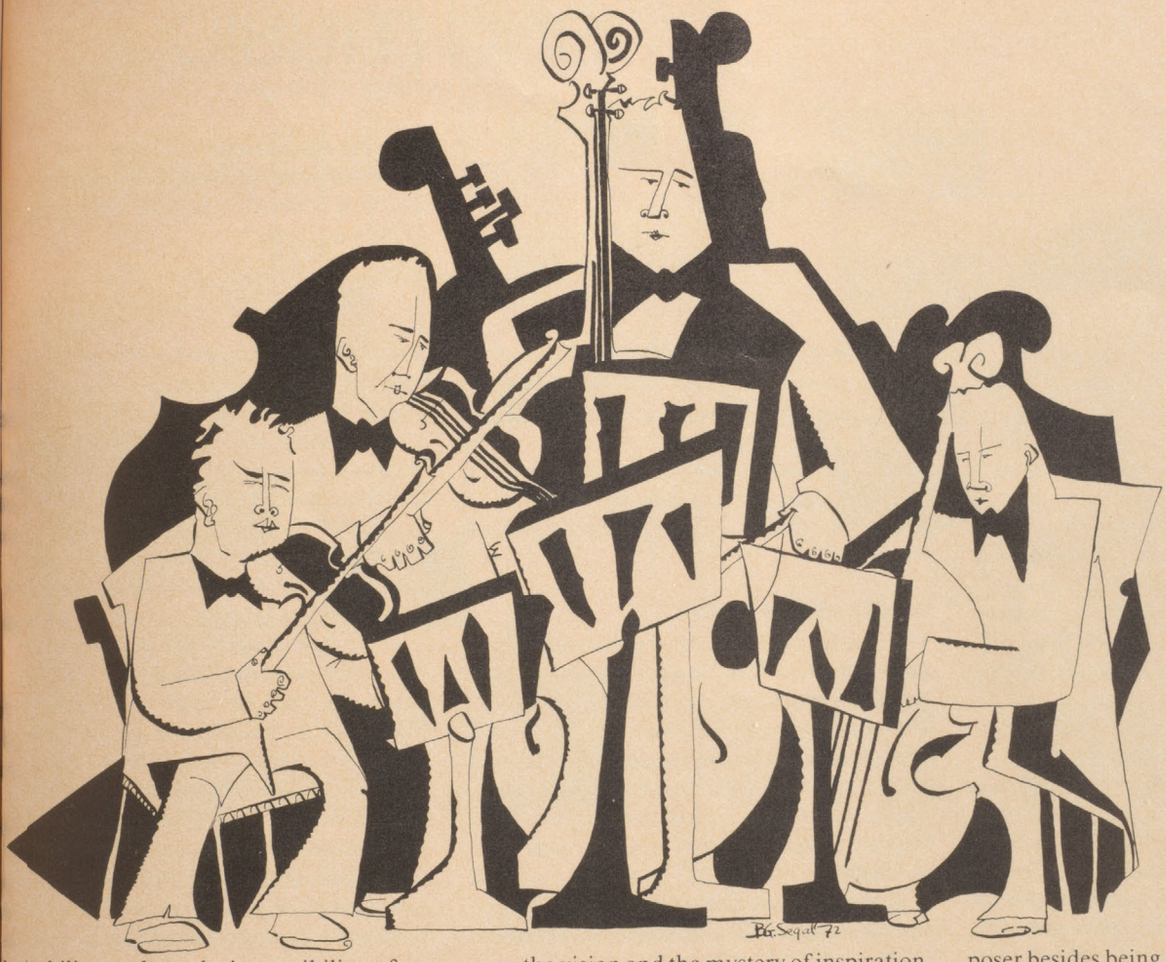
On the Fun Fringe

The trouble with music is that it is so much fun, and as all good moralists know, too muc fun is supposed to be bad for the soul. One and a half thousand years ago Bishop Augus tine of Hippo, of Roman Africa, said: "So of as it befalls me to be more moved by the mel than by the sacred text to which it is sung, I confess myself to have grievously sinned." I sometimes suspect that some educators, and even some *music* educators, are spiritual descendants of old Augustine rather than of Bach, Mozart, Chopin, and Stravinsky. H else could one account for the fact that musi is occasionally still looked upon as an entert ment, a frill, a self-indulgence, a subject on the fun fringe of the school curriculum, a co cession to the "let's-not-always-be-serious" approach to education? I also suspect that th curious institution of the music critic is, to so extent at least, a hangover from the fire-and-brimstone days when music, like all art, was looked upon as a temptation of the devil. R some of the reviews of such nineteenth cent stalwarts as Hanslick and Chorley, as well as some of their twentieth century counterparts and you might well ask: are they commentin on music or morals?

Music has a morality of its own, the mora of a genesis, the mystery of a growth toward a shape, of a form unfolding. Music does not need fig leaves or Mother Hubbards to make it respectable. It needs the appraisal of the mind, the application of logic, to make it intelligent.

"The Torturing Indefinite"

To some intellectual moralists, or moralizing intellectuals, a union between the artist's sea and the scientist's research seems impossible without the one compromising the other. Sai Jacques Barzun: "For many people, Art, dis placing religion, has become the justification of life, whether as the saving grace of an ugly civilization or as the pattern of the only noble career. In sustaining this role, Art has put a premium on the qualities of perception which are indeed of the mind, but which ultimately war against Intellect. The cant of modern crit cism suggests what those qualities are: ambi ity, sensibility, insight, imagination, sensitivi creativity, irony. All these, in Art, declare the



desirability, perhaps the impossibility, of
culate precision and thus defy, counteract,
legrade the chief virtue of Intellect . . . .
exclusive devotion to Art leads to moral
archy and arrogance. The abandonment of
ellect in favour of communion through
artet-playing and amateur ceramics has bred
ace of masochist-idolaters, broken up into
ny sects, but alone in their worship of the
turing indefinite."

Indeed, "the torturing indefinite!" Wouldn't
e nice to know "what it's all about, Alfie,"
y we live and die, why there are billions
stars, planets, moons, and other assorted
ckware whirling around in the black yonder,
o God is and where he lives, and why the
nth Symphony and *The Rite of Spring* are
ually overwhelming and equally valid. The
tist worthy of the name is as much a
searcher as the physicist. He is not the intel-
ctual's enemy but his pathfinder, his scout
exploring the unknown, his colleague in en-
eavour, and frequently his superior in percep-
on. Admittedly, he takes his cue from the deep
cesses of intuition, but, in the final analysis,
does the scientist, the explorer, the philos-
pher, and, last but not least, the teacher. Admit-
dly, the artist's work and research cannot
filed away in the archives of intellectual
owledge as neatly and conveniently as chem-
al formulae or population statistics. But take
away the vision and the mystery of inspiration, and all you have left is archival dust.

The Genius In Us

In the Faculty of Music we are engaged in the disciplined study and practice of our art which includes its history, esthetics, philosophy, and psychology, as well as sustained training in its theoretical and practical skills. Most of all, I think, we are dedicated to the search for ourselves through the medium of music. In that sense we are indeed a "mini-university," concerned with the entire music-adapted range of a multi-university's pursuits: mathematics, physics, engineering, sociology, philosophy, the liberal arts. The multi-university's problems of today are ours as well. What we both must guard against most of all is what I could call "curricular arteriosclerosis" and "pedagogical pusillanimity."

The musician contributes more than mere entertainment, and the good music teacher or music student – be he performer, composer, or theoretician – is the one who senses, understands, and responds to the true essence and challenge of music as a life force. Paul Hindemith once put it this way: "The composer is placed halfway between science and religion, enjoying equally the advantages of exactitude in thinking, and of the unlimited world of faith." Artur Schnabel, who was also a composer besides being a magnificent performer, said: "The creative process is always the same: from Inwardness to Lucidity."

This would seem to imply that all creation is teamwork, the joint effort of the dynamic impulse, and of a controlling, shaping intelligence. Seen from this vantage point, even our ethical and esthetic concepts, ideal abstractions such as Virtue, Love, Beauty and so on, represent life's fundamental principle of balance between opposing forces. For such concepts are possible only through the existence of their opposites. One might say that Beauty thrives on Ugliness and vice versa.

I doubt very much whether any composer ever set out self-consciously to write moral, virtuous, beautiful, or any other labelled music. If he is aware of the true nature of his basic impulse, and if he has the intellectual strength and technical skill to shape it, then his music will most likely turn out to be valid.

We will know when he has succeeded because the basic principle that motivates him is alive in us too. It is the genius in us that recognizes the genius in art. If we were not the equals of the creator on some level, there could be no communication between him and ourselves. □

Helmut Blume is dean of the Faculty of Music at McGill.

Of men and music

by Bengt Hambraeus

In every age, musical innovations have at f been received with scorn. The clash of old and new is traced from early times to our er of the computer.

"What is this new music they're all talking about?" That question has been posed, in one form or another, in almost every century in every country in the western world. It is part of man's eternal tendency to engage in more or less violent confrontations between forces of the past and present, and between revolutionaries and conservatives. Throughout history each faction has always been smugly confident that it represents the only artistic truth. A glimpse at classical Greece shows Plato blaming his contemporary composer-musicians for their negligence of tradition. A cursory overview of the start of each new musical era reveals heated debates pitting established theories, based on "the good old music" against ingenious speculations about a new sonic art.

The current picture is hardly different. Today's classical music lover demands relaxation from his music. He wants his concerts to be sources of entertainment, perhaps even exercises in nostalgia. Quite unselfconsciously, he will sum up his musical preferences with the flat statement: "I know what I like and I like what I know." At school, never the most progressive of institutions, we are trained to think of music as something to be recreated in performance, not something to be created. This all too prevalent attitude, which holds that performers are alive and composers dead, leads to the never-ending series of recycled sonatas, symphonies, and string quartets from the past. It has produced the tragic gap between creative artists and many of our present concert institutions, and is reflected in the dearth of contemporary music in the total repertoire. Sadly, the intellectual's sense of adventure, his curiosity, is pitifully weak as it relates to music, especially when compared to his enthusiasm about advanced space programs, abstract paintings, or avant-garde films. Interestingly enough, what is normal in appreciating the new and innovative in technology, literature, painting, film, or theatre is abnormal in the case of music. Each time a truly new musical approach is suggested by a creative composer, it is quickly labelled a threat rather than an achievement in the field. "This is no longer music," runs the usual response. "It sounds ugly, unpleasant, unharmonious, barbaric, devoid of meaning, just boring noise . . ." We are all familiar with some version of this thoughtless rejection of the new and different in the world of sound. Indeed, musical sociologists could produce lists of astounding statements made during the last century – or even in Beethoven's time – when the original pathfinders were overshadowed by hacks and opportunists clever enough to appease the mobs with pretty sounds and facile effects.

Why Should He Care?

Music in the Middle Ages and even later was regarded as a science, on a par with the so-called seven arts which included rhetoric, astronomy, grammar, geometry, arithmetic, and dialectics. The educational system, based on the classical model, was the vehicle for a highly moralistic conception of music as a learned, holy science built more on rigid theory than on sensory appreciation.

But what has all this to do with the young composer today? Why should he bother with the past, or why should his listeners? He may be happy with his music synthesizer, which can produce a pleasant squeak or an automatic, voltage-controlled sequence of random noises; or with his electronic rock guitar, which sounds in the highly amplified top ten range of decibels; or in producing amazing sounds with his violin, equipped perhaps with contact microphones; or in collecting street noises for a tape-composition. Why should he care for the highbrow, concert-going public that ignores him?

In fact, he should care very much because, among other reasons, his potential success depends, not just on the "now scene," but on the intricate tapestry of past attitudes toward music woven into the minds of his listeners. Being a composer in the latter half of the twentieth century is far more complex than such an endeavour even a few decades ago. At that time, definitions of music were clear, and rules were strict. There was, first and foremost, the established concert repertoire which took precedence over other more dubious categories which were of no concern to the well-educated audience. Jazz was not worth mentioning to the serious music lover other than as a way of setting legs in motion. Folk music was rarely presented in its original form, but usually in an artificial, concert-like framework. Few people, outside the specialist's circle, knew anything about the music of the Far East except for the occasional tune that happened to sne into the occidental repertoire. The music of pagan Africa was thought of as dark and my riously frightening; the Eskimos were consi ered to have no music at all; and the North American Indians had their rites which, if ev seriously considered, were certainly not thought of as music. Who, thirty or forty yea ago, had an opinion about Latin-American light music, so far away from Johann Straus

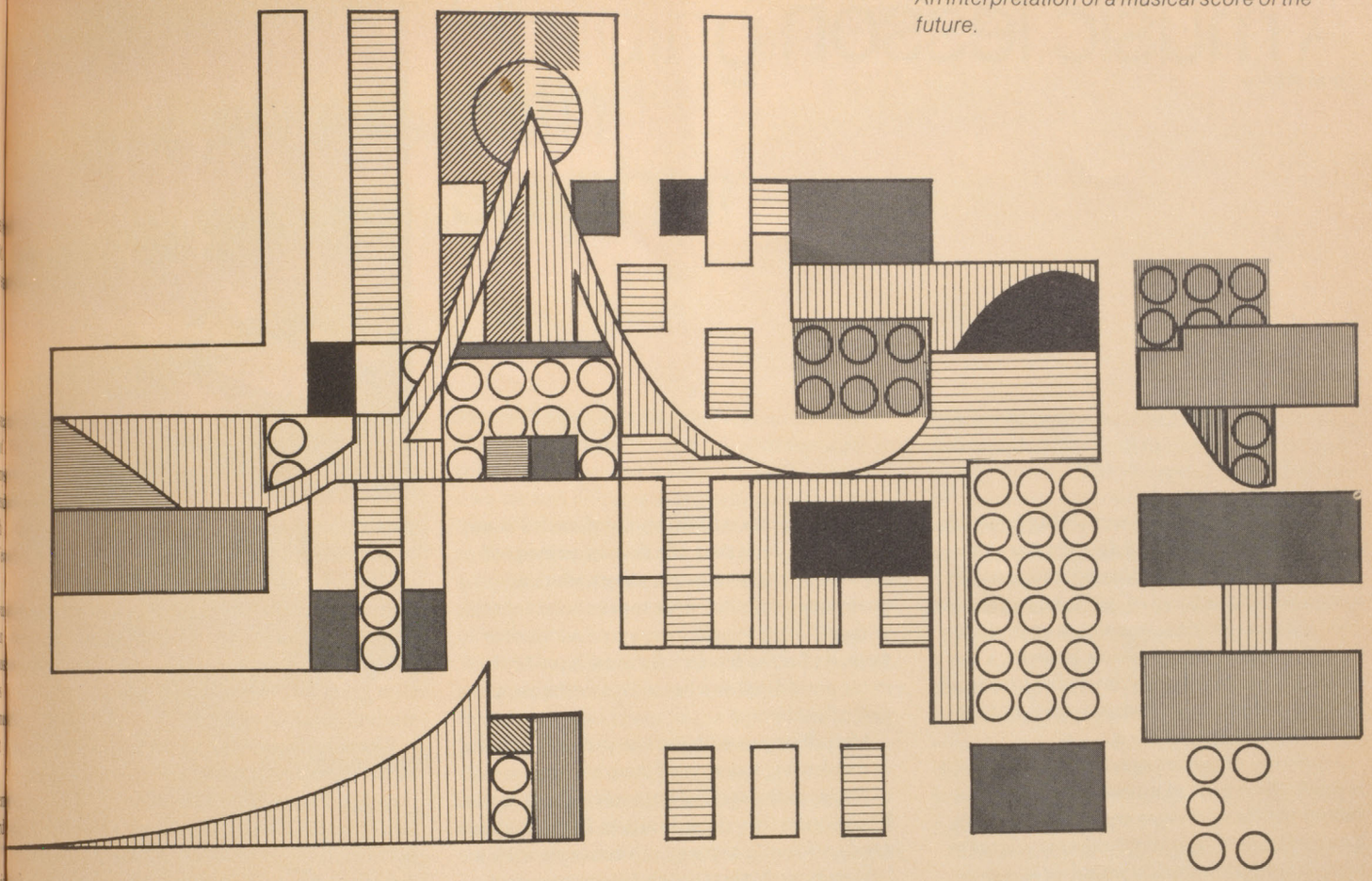
Obviously things were easier in the days when one could confidently say, "This is mu that is not." But the creative artist does not always follow the rules. Ravel was "delinquent" enough to write his *Bolero*, whose ten he developed in an unorthodox way. Edgarc Varèse, who incorporated unconventional percussion instruments and even sirens in hi scores, was, of course, criticized in his time, even though he actually used the new sound in a harmonic context, very closely related t the solid tradition he once learned with his masters.

Silly, Obedient Slave

The end of World War II marked the beginn of a new epoch for music, as it did for so man other fields. Refined recording techniques, b ter radio transmissions, an LP record market boom, and high quality tape recorders all ma it possible for western listeners to discover h den musical treasures from remote cultures around the world.

With the scientific testing of electronic equi ment for sound-producing purposes, the inte sive research in phonetics, and the synthesizi of sound, the era of the global village was cree ing up on us. For the first time, the loudspeak was used for more than transmission and repr duction. It become the real voice of a new sor adventure.

Then the computer entered the stage, and a generation prepared to accept pop art and the Theatre of the Absurd reacted as its forefathers had to Beethoven's innovations. In fac the computer's appearance triggered that conservative behaviour pattern so common in musical history. Those who experimented wit the new medium were greeted by a horrified audience. "How," it asked, "can a real musicia have anything to do with a machine that produces random sounds which are simply not



An interpretation of a musical score of the future.

sic?" The argument continues today though somewhat more muffled tones, for it has come obvious that the computer is not as ghtful as it was once supposed. While the mputer or synthesizer can produce sequences random sounds without any apparent human idance, if a composer simply turns its knobs provides the initial algorithm, it is he who responsible for the result, not the machine. nce familiar with his equipment, the com-ser can foresee the product of his manipula-ns, and the computer becomes whatever he nts it to be. It is always his sensibility for und which determines the quality of the ma-ine's music.

At its present stage of development, the com-uter is something of a silly, obedient slave at does exactly what it has been instructed do. If its program code is bad, because the rogrammer is insufficiently experienced or rtistic, its product will be bad; if the program-er is talented, its results can constitute mar-ellous, new experiences in sound. The com-uter can be an excellent tool for calculating ntricate musical problems. Why then, should e not be allowed to use it? To be sure, like he versatile church organ, it presents attractive nd seductive temptations for misuse by dilet-ntes who have only a vague notion about haking music. Nevertheless, that risk should ot undermine its value when used wisely.

At the same time as the computer was making s dramatic début, new ideas about media in eneral were infiltrating traditional thinking in music education. The classical, occidental philosophical system was no longer the sole attraction for advanced artists. As has occurred many times in history, when there was really a need for new thinking, the holy books from China, India, and Tibet provided fresh stimuli. Intensive questioning of our society's values and the fate of our environment has involved musicians and audiences alike. As listeners, we ask ourselves how we are to evaluate sounds as positive and harmonic in a noise-polluted world. Many avoid wrestling with that question by taking comfort in their "tried and true" favourites, Bach, Mozart, and Beethoven, but to lean on past musical accomplishments is futile. What we must do is listen to the works of conscientious, new, creative artists, works which can be every bit as satisfying as those composed during our grandparents' lifetimes.

Conscientious Composing

The need for conscientiousness in our contemporary composers cannot be overstressed. To be truly conscientious, a composer must be highly sensitized to the responsibilities he has to his audience. He must understand who that audience is. Is it a passive, conformist horde, crowded around millions of radios and televisions, or is it the connoisseur seated primly in his concert seat? Is it the screaming rock fan worshipping his idol, or the home-music lover who delights in performing Haydn quartets with his fellow amateurs? Clarity about whom he is making his music for is more essential for the composer now than ever before. The diversified and dynamic nature of our world has drastically increased the risk of his creating in a vacuum.

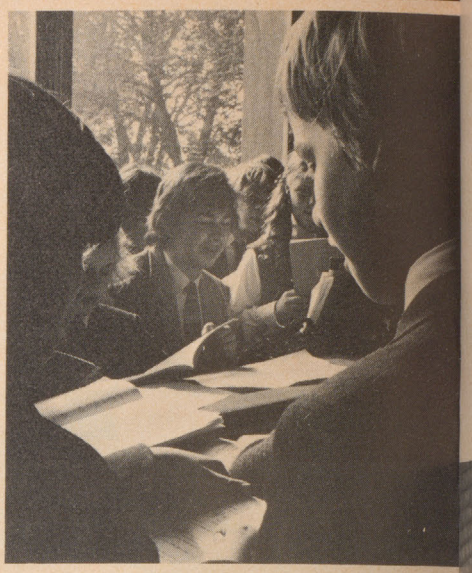
On the other hand, current composers have a great advantage over their counterparts of the past. They can use practically any sound source to create new sound sensations. As with the computer, this asset comes with its hazards, for an *embarras de richesses* is always dangerous for those not trained in self-discipline.

The listener, however, need not become the helpless victim of the experimenters' mistakes. He is capable of improving his critical sense so that he discriminatingly rejects those compositions which abuse modern musical technology. He can develop that sophistication partly by remembering that music has never been made exclusively for sensual pleasure, and partly by acquainting himself with aspects of music besides the European masters of the last three centuries. While we have more leisure time than ever before in history, appreciating it to the full requires some effort and self-discipline on the audience's part as well as the musician's. Let us open ourselves to the new and old, the strange and familiar in our sonic environment. Most importantly, let us relax so that we can enjoy the new music as a living language, rather than as a speculative theory or another suspicious gimmick. □

Bengt Hambraeus is an associate professor in McGill's Faculty of Music.

A music lesson

by John Plante



For most adults, music is something to which one submits, gladly or grudgingly, not something in which one participates, and certainly not an activity. Instead of being a natural and vital adjunct of living, it serves as an audible carpet, a background cushion, in short, a furnishing. Too frequently it is used as a tranquilizer or stimulant, an effective screen against any nourishing experience.

Ironically, it is often at school that the child is gradually rendered unsusceptible to musical influences. Sung rhymes and catch songs are a natural part of a young child's play. It takes little to bring out musical impulses in a child, yet most schools are unwilling to do that little. As the child moves on to more complex games, his musicality withers through neglect. Music appreciation courses frequently administer the *coup de grâce* to a child's potential musicality: irrelevant and sentimentalized biographical romanzas are coupled with unrestrained, ecstatic testimony to the music's excellence and grandeur – without the slightest evidence of it. The work itself, how it is made and what it is made of, is dwarfed by an accumulation of irrelevant opinions and historico-biographical data.

As a piano teacher, I assume the validity and vitality of the western musical tradition, and try to hand it on to my students without strangling it. Their ears may already be numbed, and their rhythmic faculties so atrophied since they stopped jumping rope, that it is a major job to enable them to hear at all. One's task is easier, perhaps, with a younger child, one who still likes to sing, and whose musical life has not become a passive submission to the radio.

For many parents, piano playing is a polite accomplishment or a cultural "advantage" of which they themselves may have been deprived. For their children, this "advantage" is more often experienced as an affliction, especially when the moral adjuncts of pianism are mercilessly drilled into the patient's ears together with the parents' unconvincing expressions of eternal regret that *they* failed to keep up with *their* lessons. The noblest ambition of such students is often to play *Lara's Theme, Love Story,* or at best, the first movement of the *Moonlight Sonata.* However, mere acquaintance with the more mechanical aspects of music often results in an improvement of taste. As for the teacher, he must have faith in his prejudices and be callous to the accusation of snobbery.

My job begins with the teaching of notation, of inculcating a notion of the correspondence of marks on a page and notes on the instrument. Pitch comes first, then duration. Most students are capable of grasping both concepts within half an hour. Unless the child is very young, I usually try to explain the basic structure of music during the first lesson. Many piano teachers tell their students two noxious lies at this point: that the treble clef means right hand and the bass clef, left hand; and that a quarter-note gets one beat. Two months later, when both hands play in the treble clef or when the first piece in six-eight time comes along, the teacher must confess his lie and start from scratch.

The next task is to teach the student how to position his hands and move his fingers. Then he must learn to read and eventually, to follow the notes with his eyes while his hands play. I usually invent a few simple solos for each hand involving three to five different notes and then proceed to the two-hand unison pieces which begin Bartok's *Mikrokosmos.* As these are somewhat austere, I sometimes suggest some John Thompson tunes, several of which contain attractive sonorities.

As soon as possible, I encourage the student to play "real pieces," chosen from the repertoire of excellent easy piano music. Mastery of the first "piece" represents an enormous step forward. For the first time, the child must coordinate all he has learned of phrasing, dynamics, fingering, tempo, and rhythm – facets which he has previously studied largely in isolation from one another. Such pieces soon become the student's chief staple, together with *Mikrokosmos.* Since I find all attempts to arrange pieces in order of difficulty by "grades" arbitrary and defeating, I have never used any particular grading system. Instead, I prescribe a particular piece for a particular student at a particular time in his development, or, depending on the type of student, offer a choice of appropriate pieces. Excellent fat anthologies of such pieces exist, and I prefer them to the slim graded volumes which allow teacher and student small choice.

Technically, of course, there are such things as scales, arpeggios, and triads. As early as possible, I show the student the way major and minor scales are structured, the relationship between different scales, and the logic of their fingering. It is important at this stage to make the student understand why he practises scales, what relation they have to the pieces he plays. It must be made clear to him that the scales and other exercises are to help him acquire a feel for the tonal system. Bartok's compositions provide him with alternatives to conventional tonality, as well as with enough technical practice to obviate the need for interminable rattling studies which are the bane of so many students.

That, in short, is my approach to music teaching. It is a personal choice of technique, and one which each individual teacher eventually must make. Despite the differences in method from teacher to teacher, however, I think it fair to say that we all share a similar basic goal: to elevate students' level of appreciation to something higher than that all too common passive, hypnotized response.

If I were to try to pinpoint the major guiding principle of my teaching method, I would probably turn to Schumann's maxims for young musicians, written over a century ago. They are as delightfully unspoiled and undated as his music. The first of them is especially appropriate: "The development of hearing is the most important thing. Strive early to recognize keys and tones. The bell, the windowpane, the cuckoo – investigate the sounds they produce." □

John Plante (pictured above with a singing class) is a former student of McGill's Music Faculty and a children's music teacher.

Building with sulphur

by Charles C. Gurd



McGill's School of Architecture is often concerned with esoteric concepts of design and the trend-conscious whims of wealthy homeowners and real estate opportunists. Nevertheless, it is also involved in a search for solutions to the problems of the less affluent, who must struggle to find even decent, basic shelter. That search has been the inspiration for a group of architecture students, largely from Third World countries, which has recently proposed and is now testing a number of possible answers to the many questions in the field of low-cost housing. Their study has culminated in the construction of an experimental low-cost house, completed early in September and located on the Macdonald campus. Its characteristics are rather unique. It is made of sulphur and asbestos and is equipped with an independent water and power system.

Alvaro Ortega, a research associate of the Architecture School, is chiefly responsible for McGill's interest in low-cost housing in general, and the sulphur house project in particular. A fifty-two-year-old, former Harvard professor, United Nations adviser, and McGill graduate (BArch'44), Ortega realizes that his low-cost housing group's image is hardly spectacular. He explains that for many years low-cost housing was thought to have nothing to do with architecture. Architects were designing esthetically pleasing glass towers at the same time as the basic problems of the world — lack of water and shelter — were increasing. His argument for expansion of low-cost housing programs is irrefutable. "By the end of this century — and that is now less than thirty years away — the world's population will reach a staggering total of 6-7,000 million, of which 5-6,000 million will live in developing countries," he explains. "As well, housing conditions have actually deteriorated as a result of the lag between population growth and construction of new housing. The United Nations estimates that 10 new dwellings per 1,000 population are required annually to meet the housing requirements." Ortega's description of the current situation is frightening. Clearly, immediate action is necessary.

A Natural Choice

The remedies suggested for the housing problem seem simple: maximize use of industrial waste products; rehabilitate present structures; and utilize local materials, labour, and energy sources. The research at McGill incorporates those remedies, while experimenting with the conditions of the rather less complicated tropical climates. The choice of sulphur as the basic building material of the experimental house was natural. Sulphur represents .1 per cent of the earth's crust, and Canada is the world's largest producer of it. In 1970, Canada captured 37 per cent of the world's sulphur market, selling a total of 4.3 million tons. Since at the present time, she can sell little more than half the available material, it is predictable that she lead the way in the investigation of new uses for it.

The concept of using sulphur in construction is not entirely new. A hundred years ago, in Europe and South America, sulphur served as a glue for fixing wood and metal rods or supports into stone and later concrete. At the turn of the century, European countries used sulphur to join the floor panels of their newly constructed factories. The first large-scale sulphur mines were located in Sicily, where, when Ortega returned there recently, the Sicilians were astounded to hear of sulphur's space age uses.

Sulphur is cheap. For example, its selling price, at source in western Canada, is about six dollars per ton. Dr. A.H. Vroom, McGill graduate, former lecturer, and special consultant to the National Research Council of Canada, has been working closely with Ortega and his associates on the uses of sulphur. In an October, 1971 report of the NRC he emphasized the tremendous potential of sulphur usage in low-cost, rigid-form products; as a concrete strengthener, resistant to salts, acid, and moisture; and for sulphur-asphalt compositions suitable for highway paving.

Ortega has been putting sulphur to work chiefly as a building material — for blocks, tiles, and floor slabs. Sulphur blocks are lighter and stronger than concrete ones and can be moulded in only five minutes, whereas concrete requires twelve hours. Its porosity and other physical properties can be varied with the addition of a variety of aggregates such as sand, pyrite, clay, and mica. The addition of the aggregates requires simply the physical bond supplied by heat, rather than the chemical

Preceding page: Dr. Ortega surveys his sulphur floor tiles and building blocks.
Below: The cedar house (left), the sanitary unit (centre), and the sulphur house (right).



one necessary when using cement. Sulphur blocks also give a better surface than cement, although moulding still presents some problems since sulphur contracts upon solidification. As an insulator it is as good as cork, a poor conductor of heat and electricity. Its exact properties as an insulator mixed with aggregates are under research by the NRC.

Sulphur also has some rather exotic applications. It emerges from the mould finely polished, and can be convincingly masqueraded as a marble table top. It can be dyed, as well as painted variations of yellow, brown, and green. And, interior decorators will be pleased to note, it can transfer printer's ink from any publication, as it solidifies in a mould, thus allowing for an unlimited collection of art, waterproofed and built right into the wall of a sulphur house. Furthermore, sulphur can easily be recycled, as chips, broken blocks, or new aggregates are melted into a mould.

Since sulphur is a labour-saving material, using it can cut building costs appreciably. The blocks are designed to interlock, thus eliminating the need for plastering and careful alignment of separate bricks. Furthermore, they can be produced at the construction site. A sulphur house without foundation, but complete with floor tiles and roofing, can be constructed in one day, stresses Ortega.

International Applications

The interests of the group working with Ortega are remarkably diverse and emphasize the myriad of possible applications of their research. Pakistani Wajid Ali, is interested in the general concept of using local building materials, though not necessarily sulphur in particular. He points out that the principles Ortega is applying to sulphur are equally applicable to other materials more readily available in Pakistan. For instance, the concept of interlocking blocks as a labour-saving device can be used with terra-cotta blocks.

Egyptian Samir Ayad is working closely with Dr. Vroom with the hope of reaching conclusions on sulphur's durability in varying climatic conditions. To test the sulphur, they subject it to a cycle of twelve hours of cold followed by another twelve of heat.

Mamadou Lamine Bob is an architect from Senegal who is studying housing. Both he and Ali are graduate students in the *Faculté d'aménagement* at the University of Montreal.

Not all the architects in the group come from the Third World. Witold Rybczynski, BArch'66, is from Montreal and has been associated with Dr. Ortega for two years. He feels that Canadian rural communities, fishing villages, northern settlements, and communes are all situations where the intermediate technology approach is the only one that makes any sense. The group is now working on a low-cost sulphur structure for the north. At the moment, Rybczynski is designing an undergraduate course that would deal with a minimum housing approach in a Canadian context.

Arthur Acheson, an Irishman, is interested in low-cost housing for purposes of disaster relief, where hastily reproducible units are essential. To him the principles which enable an individual to build his own home, and enjoy the consequences of his own labours are of prime importance. Acheson and his wife are totally committed to those principles, for their short- as well as long-term benefits. They have been living in the sulphur house (actually one room), taking careful note of the product of their work. It is, of course, one thing to design a house for tropical climates, but quite another to test it under the less than tepid weather of southern Canada. The Achesons have recently installed a small heater in preparation for cold winter weather.

Others in the program, all engineers at the masters level at McGill or the University of Montreal, are keenly aware of a highly significant advantage in their approach to low-cost housing — the fact that the use of local materials and labour discourages international dependency. All members of the sulphur research group are cognizant of the hostilities that easily arise when advice is given to a country, training in a new technique is provided, and then the parts required for the machinery involved in the new method are only available from another country.

A Cedar House As Well

The sulphur house is only a portion of the minimum cost housing experiments underway on the Macdonald campus. An assortment of closely linked dwellings, glass troughs, and a windmill hint a greater diversity of activity. Beside the sulphur house is another small home made of British Columbian cedar, as well as a sanitary unit of asbestos. Some elements are common to all the buildings. For example, the floors are made of sulphur; the roofs, of asbestos cement; and the windows, of single pane sliding glass or ventilating wooden slats. A covered porch joins the structures.

Comparison is a basis for any scientific testing, and the wood house was constructed to be compared with the sulphur one. The asbestos structure is a further experiment in the use of low-cost materials. The windmill and sanitary unit which are detached from the main house provide power and water supplies to the experimental houses and are designed for maximum utilization of natural energy sources. Those latter facilities are provided by the Brace Research Institute of McGill, established in 1961 primarily to investigate methods of zone development, primarily through desalination. The institute, which reports to the Faculty of Engineering, provided the facilities for construction of the house at its field test station on the Macdonald Campus. Its involvement with the low-cost housing program neatly complements Dr. Ortega's work. The objective of Thomas Lawand, Brace Research Institute field director, is full use of renewable resources, which, as well as lowering annual operating costs, would reduce pollution. Theoretically, a sulphur house could be located sufficiently far from normal water and power lines to warrant the utilization of natural energy resources. The electrical power system consists of a wind electric generator, installed adjacent to the house. The ten-metre-high modern version of a windmill costs $1,000 including its generating system and can run such devices as light bulbs, pumps, fans, and motors.

Water, if close-by, can be pumped to the house, using electricity generated by the windmill. However, for arid areas another source has been provided in the form of solar distillation units, built into the roof of the sanitary unit. Those units can make saline water drinkable or purify rainwater collected in roof troughs.

Acceptance, A Problem

Inventing and testing new architectural ideas under research conditions is a complex endeavour, but it is nowhere near as complex as applying new concepts once they have been perfected. The technological approach often spreads the sickness of one nation to those presently in good health and increases the need for immediate implementation of suggested remedies. In one respect, the underdeveloped countries are in a better position perhaps, for they need not totally accept the computer age and its architectural affluence, too dear for 90 per cent of their population. A developing state can be flexible in adopting innovations as simple as the substitution of a hand-sized heating element for a bulky water heater, or as complex as a major redefinition of building materials.

In North America, such speedy acceptance of innovations is impossible. Here, building is influenced by mannerisms reluctant to change, as well as by an intricate system for the distribution of duties, split between designers and builders. Ortega, while realizing this, insists on the need for welding the past with the present in any attempt to solve the world housing crisis. While old methods and structures are slowly refurbished and restrengthened, new ideas must be injected in a controlled, meshing manner. Perhaps the most unfortunate fact today is that although solutions exist they take a long time to be implemented. For example, standardization of building components' dimensions, which would reduce costs appreciably, has been suggested for world use many times, but has so far been adopted in only a few countries in Europe and the Americas. Its real effectiveness could only be felt if used world-wide, an unlikely possibility until North America becomes more aware of its benefits.

McGill's Third World architects are optimistic that their experimentation will soon effect changes in the use of building materials for the immediate benefit of the world's poor. The low-cost housing group's work is comforting in an era which has more than its share of daydreaming and philosophizing, for it offers a practical solution to a pressing problem. However, in surveying their ideas, one cannot help conjuring images from the *Wizard of Oz* — of Dorothy, basket in hand and dog at her side, skipping into the future along an endless yellow road, made not of dreams or gold, but sulphur. □

With little fanfare, McGill is making a valuable contribution to ecology at the Gault Estate.

A world apart

story and photographs by Louise Abbott



Surely by now the public has just about reached its saturation point when it comes to the media's exposés of new examples of ecological destruction. "City air pollution to worsen," "New cars worst polluters," and "Pollution felt by thirty Quebec rivers" are just a sampling of the sort of apocalyptic headlines confronting us daily. We learn too rarely of positive efforts being made to save our natural surroundings. It is not surprising, therefore, that few McGill graduates are aware of the unique contribution to ecology being made at the university's Gault Estate, a 2,285-acre tract of land on Mont St. Hilaire, twenty-five miles southwest of Montreal. In its own quiet way, it is becoming one of the most significant centres in Quebec, and indeed in Canada, for the study and preservation of the environment.

Bequeathed to McGill by Brigadier Andrew Hamilton Gault, the mountain estate is nearly as wild and rugged as it was in the days of the Indians. Yet even here there are scars of industry, such as the huge quarry on the northern flank of the 1,300-foot-high mountain. Part of the estate, furthermore, was logged in the past, and part has been ravaged by forest fires.

Nevertheless, much of it, particularly north and east of centrally situated Lake Hertel, has remained undisturbed for centuries. In fact, a student surveying tree-age distributions on the heavily wooded estate recently discovered a 407-year-old maple, an ancient specimen by Quebec hardwood standards. Six hundred different species of plants, including some uncommon types, flourish in the area, while some twenty-seven species of mammals, amphibians and reptiles make it their home. The most prevalent creature, though, is the chipmunk, who can be seen sitting on tree stumps nibbling on nuts and other forest delicacies. Fish abound in the thirty-foot depths of Lake Hertel, and the estate's sizeable bird community attracts ornithologists from all over the province and beyond. Spectacular to witness are the flocks of Canada geese and ducks that stop over at the lake en route to the Atlantic coast in the fall and to the Arctic in the spring.

Public Always Welcomed

After its transfer to McGill in 1958, the Gault Estate fell under close scientific scrutiny. The academic community leaped at the opportunit

o investigate this unspoiled natural field lab-
ratory within easy commuting distance of the
owntown campus. Specialists from disciplines
s divergent as botany and electrical engineer-
ng conducted studies throughout the region
nd followed through their investigations in
lab built on the premises. Meteorological
ecords of weather on the estate were religiously
naintained.

Although research held a distinct priority,
he estate was never barred to the public. Spe-
ific areas were cordoned off to form a biologi-
al reserve, but, in keeping with the spirit of
Gault's bequest, outsiders, many of them from
he surrounding municipality of St. Hilaire,
ere free to hike, picnic, swim, fish, and enjoy
ther recreational activities on the mountain.

By 1969, however, it had become obvious
at the guiding principles for the development
f the Gault Estate needed to be revised. Public
se of the mountain demanded closer super-
sion. The estate had been declared a federal
ird sanctuary in 1960, a measure which had
ffectively eliminated all forms of hunting,
ut more protection, which could only come
a public enlightenment, was needed. Consid-
rable damage had already been inflicted on
e property. Lake Hertel, which supplies St.
ilaire with its drinking water, was perilously
ose to pollution, and litter, bark carvings,
nd other signs of disrespect for the environ-
ent were rampant.

Bilingual Nature Centre

Concerned about the estate's deterioration, the
upervisory Gault Estate Committee, after con-
ultation with the Redpath Museum, commis-
ioned an intensive study by Audubon field
epresentatives of its resources and potential-
ties. Their detailed report in 1969 echoed an
arlier proposal by the Redpath Museum for
he establishment of a bilingual nature centre
n the estate. The emphasis on the centre's bi-
lingualism was a reflection of the largely franco-
phone St. Hilaire population which has always
aken an active interest in the mountain.

Under pressure of financial cutbacks, McGill
ould not subsidize the proposed centre.
However, the university did offer moral sup-
ort and free quarters on the estate for the
roject. With monies raised by industry, social
ervice clubs, interested individuals, and char-
acteristic grit, Redpath Museum staffers, Alice Johannsen, David Sewell, and Jean-Paul Thibault began a thirteen-week pilot program in nature interpretation during the summer of 1970. Assisted by four bilingual students from McGill and the University of Montreal, they offered the public daily guided nature tours, weekly nature club activities, and a series of evening slide and film shows. In addition, they organized a network of marked nature trails and prepared illustrated brochures on the estate's wildlife.

As an outcome of the pilot project's success, Johannsen took up permanent residence on the estate as acting warden and director of the Mont St. Hilaire Nature Conservation Centre. The daughter of "Jack-rabbit" Johannsen (a pioneer in Canadian skiing) and long-time director of Redpath Museum, Alice Johannsen is a hale and hearty naturalist whose interest in Mont St. Hilaire dates back to the late forties when she led groups of nature buffs there on weekends.

Responsible both to the university and to the virtually independent nature centre, Johannsen faces an awesome job — one that demands the abilities of both specialist and generalist. As fund-raiser, administrator, nature interpreter, crafts' instructress, lecturer, and estate defender (against snowmobilers, mini-bikers, and other undesirables who threaten to upset the mountain ecosystem), she has proven herself equally competent behind a desk as out on the trail.

Johannsen is fortunate, of course, in having a closely knit staff, as dedicated to the ideals of the nature centre as she. Their mutual commitment has helped surmount the money and staff shortages that have plagued them from the beginning. Since the pilot program, the centre has continued to improve and expand its outdoor interpretative-education services. For example, cross-country skiing and snowshoeing programs have been introduced to bring the public out to the estate during the winter, previously a dormant period there.

Danger of Overuse

It is the summer programs, however, that continue to attract thousands from Montreal and its environs. With the staff supplemented by student nature guides (whose salaries are drawn from grants and private subsidies), the centre has developed exciting new programs, such as the nature craft classes which have produced marvellous wall hangings, sculptures, and the like from dead natural materials. An information post, complete with terrariums, stuffed specimens, and pamphlets on Mont St. Hilaire, has been opened in an old *cabane à sucre*. In addition, a bilingual nature monitor training program has been set up for organizations wishing to send groups to the mountain. That has been an important step forward in controlling overuse and abuse of the estate. As Johannsen explains, "People complain that we don't have enough road signs to direct them to the estate. But we feel that if we make it just a little bit hard for people to find us, we'll get the ones



who really want to come. It's a kind of natural selection. You see, we suffer the danger of overuse. It is impossible for us to effectively guide masses of people at once." Summer weekends sometimes bring up to 3,000 visitors to the estate, with corresponding strain on facilities and staff, even with the new training program.

Last winter, with their funds replenished by a grant from the Association for Leisure-time Services of Quebec, the nature centre designed an innovative program for school children. Classes of fifth and sixth graders visited the estate for a day, and sometimes two or three, cooking and sleeping in the dormitory blocks there. On foot, or on snowshoes rented from the centre, the children concentrated on outdoor nature observations, sometimes devoting several hours to the study of one small area of forest or orchard. Indoors, with an elementary lab, books on natural history, and arts and crafts materials at their disposal, they made presentations on their discoveries — the animal tracks and tree bark they had identified, the relationships between organisms and the environment that they had detected.

A Boon For Urban Children

Jean-Paul Thibault, the slim, intense biologist who heads the schools' program, is optimistic about its future. He envisions the centre's playing host to about 48,000 children annually. He is firmly convinced of the importance and necessity of the Mont St. Hilaire program for urban students whose exposure to nature is often restricted to city parks and domestic animals. As a former teacher, he is only too aware that children's inherent curiosity is, more often than not, murdered in the abstract world of the classroom. Yet time and again, he has seen the enthusiastic responses of youngsters learning in the field, where science becomes a living, breathing experience for them.

That the centre will be able to sustain that and its various other programs seems more certain now than at any time previously. For at last, financial survival appears assured. In June provincial charters were officially granted both to the centre and to its affiliated fund-raising organization, the Mont St. Hilaire Conservation Foundation. The way is now open to greater financial independence and eventual continuity of funds through endowment. Some of the funds collected in the future will help support a nature school which the centre hopes to build on property adjacent to the Gault Estate.

University Participation

While public use of the Gault Estate is booming with the continued development of the nature centre, university participation there is falling off somewhat. Conference groups still frequently fill the dormitories and the conference hall in the main house overlooking Lake Hertel, but fewer researchers are working on the estate. The reasons for their absence are unclear. The current generation of science professors and students may well have a stronger orientation to the lab than to field work.

Still, there is a small corps of graduate students and staff making various kinds of investigations. One biology student is taping vocal communications among the amphibians. He has recorded such phenomena as the strenuous sounds of mating bullfrogs. Another student, who arrives at the estate every ten days or so and rows out in the lake to deposit a series of mysterious-looking bottles there, is doing limnology research on phytoplankton production in Lake Hertel. A psychologist, meanwhile, is studying chipmunks' behaviour, and another researcher, the estate's insect population.

A resurgence of interest in the Gault Estate as an environmental research centre seems inevitable. The possibilities it offers for the observation of ecological relationships and for experimentation in the manipulation of habitat and environment are virtually unlimited. But perhaps it is as a teaching centre that Mont St. Hilaire will fill its most crucial role. If the nature centre continues at its present pace, it will be able to reach thousands of children and adults annually, giving them a new understanding and respect for the environment. At a time when suburban sprawl is overrunning the fields and forests which still rim the outer edges of cities such as Montreal, Mont St. Hilaire stands in spendid isolation — a reminder of the high price we pay for "progress." □

Louise Abbott, BA '72, is a regular contributor to the News.











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by Edgar Andrew Collard

Voices from the past

alling the roll in class used to be a solemn ritual McGill. In a way, it was almost as important the final examination. A student was required report his presence at a certain percentage the lectures. If he exceeded the allowable ab-nces and had no satisfactory explanation to fer, he would have to repeat the course the llowing year.

Some professors called the roll with rigour; ey used it as a means of enforcing attendance their lectures. Other professors detested the actice and made light of it. Two of those were ofessor B.K. Sandwell of the department of onomics and Professor T. Ridler Davies Trid" Davies). If no response came to a name ey called out, they would invariably ask the me question. The procedure was described Hon. Justice G.B. Puddicombe, BA'23, CL'26:

In calling the roll, should a student fail to spond to his name, "Trid" would pause, look from the attendance sheet he was marking, en with wonder tinged with incredulity, de-and, "Has this gentleman no friends in the ass?"

some classes the students who had appeared, d answered the roll call, might find an opportu-y to slip out of the room, if the lecturer became absorbed or inattentive. This often happened the classroom where Sir Andrew Macphail tured on the history of medicine. H. Gurth retty, MD'25, describes the disappearance of e students:

Sir Andrew Macphail's rather lifeless ctures were given in the amphitheatre of the edical Building. A trap door at the back, dden from the professor's sight, offered a ady, secret exit. About 120 students would nswer the roll call. When the lecture came an end, the number remaining was often duced to forty. Only those in the front rows ould not hope to escape.

was particularly easy to escape from the classes John Macnaughton, a professor of classics. e had a singular way of closing his eyes to all rrounding activity while translating from an iginal manuscript. Alice (Sharples) Baldwin, A, MA, often saw the students flitting out hile the professor was in a world of his own:

Closing his eyes, he struggled for the exact shade of meaning, then continued happily intoning glorious Latin poetry in a musical, not to say mellifluous, voice. The easy flow of words was broken only by the snapping back into place of his dentures. It grieves me to remember that his classes offered a superb opportunity to answer to the roll call and then slip unobtrusively out of the class. Of course, front seats were always studiously avoided for what was referred to as "conversational spray," the grounding out of Greek words, constituted a real hazard.

Alas the day came when a good thing was pushed too far. Opening his eyes, Macnaughton found the class, full at roll call time, now half-empty. I must say he made the most of it, consulting the roll, reading the names, affecting to be completely mystified. "Ah well . . . no doubt they are with us in spirit," he sighed. And then, in a different voice, "Come, come, this is a little too obvious, even for a professor of this university."

If a professor was strict in enforcing attendance by reading the roll, students might express their resentment by making ridiculously sensational appearances. A. Gordon Nairn, BA'26, BCL'30, took part in one of these dramatically timed arrivals:

In my sophomore days in the Arts Faculty I attended French lectures with René du Roure, a great pal of Stephen Leacock. I had missed quite a few lectures and had been told that if I missed any more, I would have to repeat that subject the following year.

I and a friend of mine, Paul Melanson, who later graduated as a doctor, climbed up on a first storey roof, and when our names were called for attendance and our professor was certain that we were not there, we crawled through the open window, called out our names, and said we had made a real effort to arrive on time for class.

Two "lates" counted as an absence. Yet it took courage to enter the room late, and disturb the class after the professor had commenced his lecture. Late arrivals, finding the door closed, often gave up and went away, accepting the absent mark that would stand against their names on the roll. But Beatrice (Lyman) Johnston, BA'27, MA'29, once led a group of latecomers into the history class of Professor C.E. Fryer:

I arrived once to find the door shut and three students, less brazen than I, sitting mournfully on the stairs trying to listen through the door. When I stuck my head in and pleaded to be allowed to come in, Dr. Fryer replied in pained tones, "Yes, if you really want to, Miss Lyman," and I entered, followed by a procession of the more chicken-hearted, to the class's delight.

The long class roll at times brought names into curious combinations. This happened in one of the classes of Dr. Henri A. Lafleur, a professor of medicine. Alfred T. Bazin, MD'94, has recorded Dr. Lafleur's comments:

He didn't like Canadian winters. In fact, he didn't like bad weather at all. He didn't like routine. He didn't like to call the roll of his students, but was persuaded by the authorities to do it at least once in the session. So under protest he called the roll one day, and as he was going down the alphabetically arranged list, he came to the name "Freeze." "Here, sir," rang the reply. Then, "Frost" . . . "Here, sir," and "Gales" . . . "Oh, what a climate!" exclaimed the professor in exasperation.

Another of the medical professors, Dr. George Wilkins, disliked roll calling. But when he felt obliged to do so in his class on medical jurisprudence, he made sure there would be a complete turnout of his students. Dr. A.D. Campbell, MD'11, describes what happened:

In his classes, absenteeism rarely presented a problem, for his lectures, always meaty and well-organized, sparkled with personal opinions and anecdotes that enlivened and clarified an otherwise relatively dull subject. It was, in fact, his custom to call the roll only once a year, and that, after issuing a warning of his intentions.

I recall that on a certain miserable winter day – perhaps there were more gaps than usual in his audience – Professor Wilkins, straight-faced, made the following announcement: "Gentlemen, the topic of my next lecture is rape. On that occasion I shall also take attendance." Needless to say, the entire class was present. □

Edgar Andrew Collard is editor emeritus of the Montreal Gazette.

Where they are **and** **what** they're doing

'70

Nicholas Close, DipMan'69, MBA'70, has been awarded a Shell Canada doctoral research support grant and is working on a thesis dealing with large volume institutional trading on the Toronto and Montreal Stock Exchanges.

Adalbert Konrad, BEng'70, MEng'71, has been awarded first prize in the Canadian Nuclear Association's graduate student paper competition and is now studying for his PhD degree in electrical engineering at McGill.

'69

Harry Agensky, BArch'69, has been awarded a Canada Council arts bursary to study the applications of graphics to urban surroundings and redevelopment.

'68

Walter J. Bart, MBA'68, has been appointed corporate comptroller at Northeast Petroleum Industries, Inc., Boston, Mass.

Lawrence T. Herman, BSc'68, received his DMD degree from the University of Pennsylvania School of Dental Medicine in May, 1972 and is now a resident at the Albert Einstein Medical Centre, New York.

Alan H. Kirshen, BSc'68, has been made an associate in the law firm of Thoma, Schoenthal, Davis, Hockenberg & Wine, Des Moines, Iowa.

Ray Pallen, BEng'68, has become superintendent, pot-lining department, Arvida Works, the Aluminum Co. of Canada.

Christopher R. Walker, BSc'68, has obtained his masters of criminology (applied) degree from the University of Ottawa and is now staff training coordinator for corrections in the Department of Social Services, Government of Saskatchewan.

'67

Leslie R. Freedman, BA'67, was ordained as rabbi, teacher, and preacher by The Jewish Theological Seminary of America in June, 1972.

Michael David Ornstein, BSc'67, obtained his PhD degree from Johns Hopkins University, Baltimore, Md.

William Seybold, BSc'67, recently received his PhD degree in biochemistry from the California Institute of Technology.

'66

Stephen P. Cohen, BA'66, has been appointed assistant professor of social psychology at Harvard University.

Hay Boon Mak, BSc'66, recently received his PhD degree in physics from the California Institute of Technology.

Gerald Nemiroff, BSc'63, BCL'66, professor of law at the University of Manitoba, is a recipient of the 1972 Olive Beatrice Stanton Award for excellence in teaching.

Eric Persson, BSc'66, recently received his PhD degree in astronomy from the California Institute of Technology.

Yassin T. Sankar, BA'66, has obtained his PhD degree from Johns Hopkins University. Baltimore, Md.

'65

Sheila A. (Mason) Mullett, BA'65, has obtained her PhD degree at Purdue University, Lafayette, Ind., and is currently teaching in the department of philosophy at Sir George Williams University, Montreal.

'64

P. Noel Roy, BA'64, has obtained his PhD degree from Johns Hopkins University, Baltimore, Md.

Wayne R. Thatcher, BSc'64, recently received his PhD degree in geophysics from the California Institute of Technology.

Dr. Anthony K. Tung, BSc'64, assistant professor of biology at State University College, Fredonia, N.Y., is engaged in a United Health Foundation project, researching the mechanism for the production of the hormone, glucagon.

Ralph C.S. Walker, BA'64, emeritus professor at McGill and former chairman of the English department, has been elected fellow and tutor in philosophy at Magdalen College, Oxford, Eng.

R. Peter Watt, MSc'64, has joined the mine geology staff of Hudson Bay Mining and Smelting Co. Ltd., Flin Flon, Man.

'63

Peter Nador, MEng'63, is presently manager of the information systems group of Bell-Northern Research.

'61

John M. Latimer, BA'58, BA'61, is working for the Doubleday Publishing Company. His gothic novel, *Border of Darkness,* a Crime Clu selection, is to be published this December.

D. Joseph Shlien, BEng'61, has obtained his PhD degree from Johns Hopkins University, Baltimore, Md.

'60

Robert Demers, BCL'60, has been appointed chairman of the Quebec Securities Commission.

'59

Dr. Susan R. Butler, BEd'59, MA'63, has bee appointed lecturer in educational psychology at Sidney University, N.S.W., Australia.

'58

Donald D. Marston, BEng'58, has been promoted to president, surface operation, midwestern division, at the Consolidation Coal Co. Inc., Pittsburg, Penn.

'57

Dr. Robert L. Overing, MA'57, has been appointed dean of the newly established Faculty of Education at York University, Ontario.

Claude St. Onge, BEng'57, has been appointed general commercial manager, eastern area, at Bell Canada.

'56

Lutz von Staa, BEng'56, was recently appointed managing director of Henkel do Brazil S.A., a chemical products industry.

'55

Dimitri Dimakopoulos, BArch'55, has been elected to the College of Fellows of the Royal Architectural Institute of Canada.

Bernard L. Segal, BSc'50, MD'55, has recentl published a book entitled *Your Heart,* and is co-editor of the text, *Artherosclerosis and Coronary Heart Disease.*

'54

Guy P. French, BA'54, has been appointed regional director, eastern hemisphere group, at Warner-Lambert Canada Ltd.

erek H. Mather, BCom'54, has been appointed senior vice-president of the Canadian nterprise Development Corporation Limited.

53

. Raymond Dho, BCom'53, has been elected xecutive vice-president of Dixie Lime and tone Co.,Florida.

laurice E. Taschereau, BEng'53, has been ppointed vice-president and general manager f Gaspé Copper Mines Limited.

52

harles M. Cadet, BSc(Agr)'52, MSc'54, has een appointed permanent secretary of St. Lua. He was also awarded the MBE on the ueen's New Year's Honour List in May, 1972.

erassimos N. Farantatos, BEng'52, has een elected president of Giffels, Davis & Jorensen Limited.

abina (Teller) Ratner, BA'52, has received er PhD degree in musicology from the Univerty of Michigan.

51

r. Peter C. Briant, BCom'51, has returned the academic staff of McGill after one year's ave of absence spent as head of the Manitoba evelopment Corp.

uy Cousineau, BCom'51, has been appointed commissioner and president of the nemployment Insurance Commission of anada.

ichard C. Johnston, BEng'51, has been appointed general manager of the newly formed uclear and chemical products department, anadian General Electric.

lary H. (Thompson) Nash, BLS'51, will be epresenting Bermuda and the Bermuda Lirary at the IFLA Congress in Budapest this ear.

. John A. Vandrick, MD'51, has been appointed director of university health services t Central Michigan University.

50

nna L. (Armstrong) Holman, BLS'50, has een appointed education librarian at the Altouse College Library, University of Western ntario, London.

'49

Robert M. Dunton, BEng'49, has become assistant manager, diesel engine division, MIW Industries, Montreal.

Harold J. Kay, BEng'49, has been appointed Champlain area manager at Canadian National Railways.

'48

Louis M. Poitevin, BEng'48, has been appointed assistant vice-president, St. Lawrence region, Canadian National Railways.

'47

David M. Baird, PhD'47, director of the National Museum of Science and Technology, has been awarded an honorary doctor of science degree by Memorial University, Nfld.

'46

Gerald R. Cragg, PhD'46, is now Brown professor of ecclesiastical history at Andover-Newton Theological School, Newton, Mass.

Harold A. Dewhurst, BSc'46, PhD'50, has been appointed director of corporate research and development at Owens-Corning Fiberglas Corp., Toledo, Ohio.

Eric C. Fisher, BArch'46, has been appointed chief architect for the Government of Swaziland under the UN Technical Assistance Program.

Irwin Shulman, BSc'46, is now working for the CBC in Ottawa.

'45

Elizabeth A. Steffen, MD'45, a specialist in obstetrics and gynecology, recently returned from northeastern Brazil where she participated in the hospital ship S.S. Hope's tenth medical teaching mission.

'44

Arthur N. Bourns, PhD'44, has been appointed president of McMaster University, Hamilton, Ont.

Dr. Gerald G. Hatch, BEng'44, has been elected general chairman for 1972-73 of the Advisory Council on Engineering at Queen's University, Kingston, Ont.

'43

Edward D. Joseph, BSc'42, MD'43, has become president of the American Psychoanalytic Association.

'42

Walter G. Ward, BEng'42, has been appointed chief executive and chairman of the Board at Canadian General Electric.

'41

William H. Gauvin, BEng'41, MEng'42, PhD'45, has been appointed to the Board of Governors at McGill.

Albert H. Malouf, BA'38, BCL'41, formerly a sessions court judge, has been appointed to the Superior Court.

William G. Schneider, PhD'41, has been appointed associate member of the Science Council of Canada.

'40

Dr. Waldemar E. Sackston, MSc'40, professor of plant pathology at Macdonald College, has accepted a two-year assignment as research coordinator of the National Research Centre for Oil Plants in Córdoba, Spain.

'39

Monty Berger, BA'39, has been re-elected president of the Allied Jewish Community Services.

Dr. Theodore L. Sourkes, BSc'39, MSc'46, has been appointed associate dean, graduate studies and research, in the Faculty of Medicine at McGill.

Dr. Alfred B. Udow, BA'39, MSc'40, has been elected president of the Graduate Faculties Alumni of Columbia University.

'38

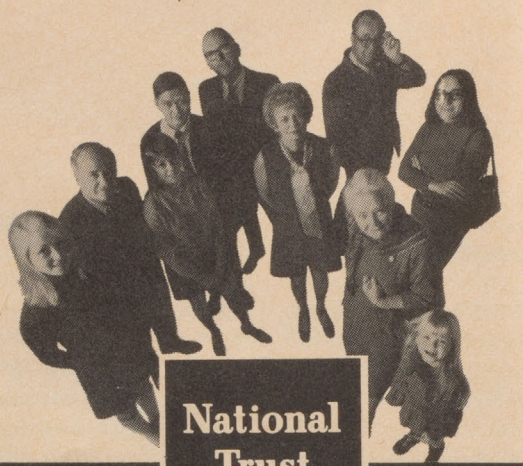
Dr. Forrest (Burt) Johnson, BA'38, has obtained her MA in mathematics education from the University of British Columbia.

'37

A. John Mainwaring, BA'37, has been elected chairman of the governing body of the International Labour Organization.

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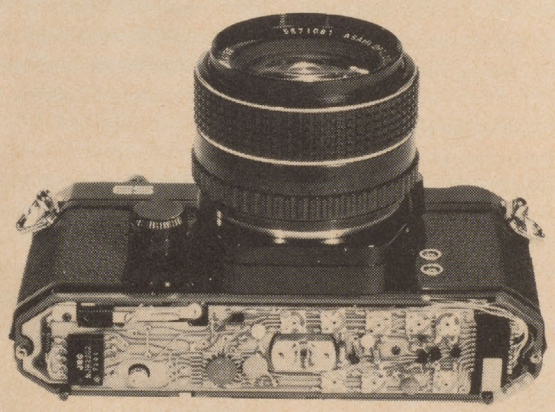
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Focus



Not unlike many newly independent African nations, Sierra Leone has had more than its share of behind-the-scenes power struggles, coups d'états, military regimes, and one-man governments. In the thick of many of those political upheavals has been Dr. John Karefa-Smart, McGill graduate (MD'44, GDipMed'45, LLD'61), and native of Sierra Leone. Now in reluctant exile from his country, Dr. Karefa-Smart looks back on a notably varied and exciting career in the fields of politics and medicine.

While still in Medical School at McGill, he enlisted in the Royal Canadian Army Medical Corps. After the war, he served as medical officer in the Bahamas and in the mission hospitals of Sierra Leone before joining the UN's World Health Organization in 1952 for a three-year stint as officer in charge of the West African region. Despite the weighty responsibilities involved in that position, Karefa-Smart managed to play an active role in the volatile politics of his country. In 1945 he had established the SOS (Sierra Leone Organization Society), a new political party, which, with his guidance, undertook the first country-wide effort to involve the nation's people in their own affairs and during the late fifties and early sixties, he held a number of important cabinet positions.

He resigned from Parliament in 1965 to accept what was to be a particularly satisfying position as assistant director-general of WHO in Geneva. Throughout his five-year stay in Switzerland, Karefa-Smart continued to keep a watchful eye on the political scene back home, becoming increasingly distressed about the rapid deterioration in governmental, social, and economic stability there. Returning to Sierra Leone in 1970, he expected Prime Minister Siaka Stevens, his former colleague, to consult him on the implementation of policies to alleviate the country's plight. Instead, Stevens interpreted his arrival as a threat to his already insecure regime. Observing that Karefa-Smart was still a popular figure, Stevens directed antagonism not only against him personally, but also against other members of his native Temne tribe, forcing all Temnes to relinquish their ministerial seats. In an effort to supply the Temne people with an alternative means of political expression, the United Democratic Party was organized under Karefa-Smart's chairmanship. The tremendous public support for the new party further unnerved Stevens, who reacted by declaring a state of emergency. Karefa-Smart and other Temnes who had held prominent political positions were promptly arrested and imprisoned without trial. Restored to freedom in February, 1971, Karefa-Smart campaigned in vain for the release of his colleagues.

From then on, the situation continued to worsen. It is widely believed that in order to scare Karefa-Smart from the country, the prime minister engineered a coup d'état, blaming it on the force commander, Brigadier John Bangura, one of Karefa-Smart's closest friends. Predictably, Bangura was executed after a very hasty trial. At that point it was clear to Karefa-Smart that he could no longer exercise any political influence without endangering his own life. He was finally effectively stifled.

The present Sierra Leone government still maintains martial law long after its constitutional validity. "I believe the only way the problems can be solved," says Karefa-Smart with intensity, "is to end the state of emergency; release all political detainees; send the foreign soldiers back to Guinea; permit freedom of association, assembly, and expression; create an atmosphere for national reconciliation; and hold general elections in order that the electorate may choose their representatives."

Dr. Karefa-Smart now lives in Boston where he teaches as a visiting professor at the Harvard School of Public Health. He plans to continue his academic work in the U.S. and Canada, and may well return to the UN to assist in either its development or population program. "Were I a man of independent means," confesses the doctor-cum-politico, "I would really prefer to concentrate on writing about political developments in Africa, particularly in the creation of African unity." No doubt a fascinating tale would be told. *C.F.M.*



The McGill Society of Montreal Travel Program for 1973

The McGill Society of Montreal is pleased to promote its tenth year of travel service to the McGill community. Applications for membership may be obtained from Mr. H. Bloom, 392-4819, at the Graduates' Society, 3605 Mountain Street, or from our travel agent.

Membership in the Travel Program is available to graduates, parents, and associates, making current contributions to McGill or by paying a $10.00 fee to the McGill Society of Montreal.

Programs Started

We want our members to be able to plan ahead for their vacation travel, and for this reason we are presenting our intended itinerary. However, final prices and, in some cases, flight dates cannot be arranged until after the airlines' negotiations are completed. Therefore, the program is presented with some information still to be announced (TBA).

Charter flights to London

21 December — 7 January
$139.00

14 April — 29 April
$TBA

18 May — 10 June
$TBA

31 May — 31 August
(three-month trip)
$TBA

8 June — 1 July
$TBA

30 June — 22 July
$TBA

5 July — 4 August
(one-month trip)
$TBA

20 July — 19 August
(one-month trip)
$TBA

2 August — 25 August
$TBA

31 August — 23 September
$TBA

Ask about the extras:
London — car rental, unlimited mileage, and group flights to Israel during this twenty-fifth anniversary year.

Group Flights to Europe

Children 2 — 11 inclusive
half fare on all group flights

Athens — frequent guaranteed group departures
$TBA

Lisbon — frequent guaranteed group departures
$TBA

Lisbon — group flight for Christmas
21 December — 4 January
$195.00

Summer Vacation in Western Canada

These flights are designed to give Montrealers the option of travelling through a stretch of Western Canada on the way to the West Coast, or as part of the trip back from Vancouver.

Leaving
22 June to Vancouver
Returning
6 July from Calgary

Leaving
6 July to Calgary
Returning
20 July from Vancouver

Leaving
20 July to Vancouver
Returning
3 August from Calgary

Leaving
3 August to Calgary
Returning
17 August from Vancouver

Leaving
17 August to Vancouver
Returning
31 August from Calgary

The above charter flights are
$134.00 return

Ask about our specials:
Car rental in Western Canada
Motor coach tours in Western Canada

Summer Charters to West Coast U.S.A.

Leaving
30 June to Los Angeles
Returning
21 July from Vancouver

Leaving
21 July to Vancouver
Returning
11 August from Los Angeles

Leaving
11 August to Los Angeles
Returning
1 September from Vancouver

The above charter flights are
$139.00 return

Ski Charters U.S.A.

Vail, Colorado — two charters, to be confirmed shortly, planned for February and March

Europe

Zurich, Switzerland
9 February — 26 February
$159.00

World Tour

Around the world in February
$TBA

Prices are subject to change up to 1 January, 1973.

For further information and flight applications please call:

Jost Travel
5050 de Sorel
Montreal 308
Telephone (514) 739-3128

'33
John H. Coussirat, BCom'33, has been elected director of the New York State Society of Certified Public Accountants.
Robert F. Shaw, BEng'33, has been reappointed an associate member of the Science Council of Canada.

'25
M. Ralph Kaufman, MD'25, received a distinguished service award at the American Psychiatric Association's Convocation of Fellows in June, 1972.

'24
Wilbert A. Cooper, BCom'24, was made a Knight Bachelor in the Queen's Birthday Honours.

'22
Louis J. Rosen, DDS'22, has been appointed dental consultant to the Montreal Children's Hospital and was inducted into fellowship at the June Convocation of the International College of Dentists (Canadian section).

'19
Percy L. Backus, MD'19, has been elected a foundation fellow of the new Royal College of Psychiatry.

Deaths

'72
Sarely Leiba, BEng'72, on July 21, 1972.

'70
Solomon D. Sacks, BSc'70, in Scotland, on Aug. 3, 1972.

'65
Robert J. Bush, BSc'65, at Vancouver, B.C., on June 30, 1972.

'64
Margaret R. (Schreter) Fox, BA'64, at Montreal, on Sept. 6, 1972.

'52
E. William Dayman, BSc'52, at Halifax, N.S., on Nov. 10, 1971.

'50
Elizabeth (McLennan) Macnab, BSc'50, in England, on Aug. 12, 1972.

'49
Sidney S. Lamb, BA'49, at Montreal, on July 6, 1972.

'47
Arthur E. Bullen, MD'47, at Liskeard, Ont., on July 13, 1972.
Mario Tammaro, BEng'47, at Montreal, on July 29, 1972.
Donald R. Wing, BCom'47, on June 2, 1972.

'43
Jacques H. Baudouin, BEng'43, at Montreal, on Sept. 5, 1972.
Neil M. Compton, BA'43, MA'48, at Montreal, on July 16, 1972.

'41
Oscar Stromberg, BA'39, MD'41, at North Battleford, Sask., on Aug. 24, 1972.

'39
Ralph A. Shackell, BCom'39, at Montreal, on July 24, 1972.

'37
David H. Black, MD'37, at Houston, Tex., in April, 1972.
John A. Sullivan, MD'37, on Nov. 16, 1969.

'36
Rev. Norman Burgomaster, BA'36, at Sweet Springs, Mo., on Aug. 9, 1972.
Jean M. (McGoun) Payan, BA'36, at Montreal, on Aug. 18, 1972.

'34
Isobel C. Mair, BLS'34, at Guelph, Ont., on July 20, 1972.

'33
Frederick Knowles, BCom'33, at Montreal, on Aug. 15, 1972.

'32
Irving S. Backler, BEng'32, at Montreal, on July 5, 1972.
A. James Cameron, BEng'32, on Aug. 21, 1972.
Dorothy E. (Nesbitt) Carson, BA'32, at Montreal, on Aug. 11, 1972.

'30
Abraham M. Klein, BA'30, on Aug. 20, 1972.

'29
Frederick S. Olmsted, BSc(Agr)'29, in Prince Edward Island, on Aug. 2, 1972.

'27
C. Howard Knee, BCom'27, at Montreal, on Sept. 8, 1972.

'26
Donald Stewart, BSc'26, at Deep Brook, N.S., on June 20, 1972.

'25
Charles H. Seaton, BCom'25, on Aug. 16, 1972.

'24
Harold R. Hampson, BA'24, at Montreal, on July 18, 1972.
George M. White, MD'24, on Oct. 26, 1971.

'23
Newman B. Freedman, BSc'20, MD'23, on Aug. 5, 1972.
Willis M. Hooper, BA'21, DDS'23, at Montreal, on July 18, 1972.
T. Rodgie McLagen, BSc'23, at Montreal, on Sept. 2, 1972.
Philip G. Rowe, BSc'20, MD'23, at Montreal, on Aug. 25, 1972.

'20
C.A.L. Hibbard, BA'16, BCL'20, at Montreal, on July 4, 1972.

'18
Harold E. Skeete, MD'18, at Villagetown, Barbados, on Aug. 17, 1972.
Ross B. Taylor, MD'18, at Timmens, Ont., on Aug. 11, 1972.

'17
William L. MacKenzie, BSc'17, on May 30, 1972.

'16
Bertha (McCallum) Brown, DipPE'16, at Montreal, on July 6, 1972.
Frank G. Pedley, BA'13, MD'16, at Brockville, Ont., on July 22, 1972.

'13
Massy Baker, BSc'13, in January, 1972.
Kenneth MacBean, BSc(Agr)'13, in British Columbia, on July 14, 1972.

'12
Emile A. Lods, BSc(Agr)'12, MSc(Agr)'25, at Montreal, on July 7, 1972.
James H. Wheatley, BSc'12, at Montreal, on Aug. 21, 1972.

'11
Thomas H. Bacon, BSc'11, at Montreal, on June 22, 1972.

'06
Ian McLeish, BSc'06, at Montreal, on Aug. 30, 1972.
R. Gertrude (Stanton) Murray, BA'06, at Edmonton, Alta., on April 12, 1972.
Mary G. (Phelps) Smith, BA'06, at Cowansville, Que., on Aug. 25, 1972.

'02
The Ven. Robert Blagrave, BA'02, on Nov. 26, 1970.

Society activities

by Tom Thompson

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Lorne Gales (left) and Grant Fletcher discuss future plans for the Graduates' Society.

Yves Fortier, graduate representative on McGill's Board of Governors, managed to sum up the flavour of this year's annual Graduates' Society meeting when he remarked, "I have observed that in his report, outgoing President Robert Keefler, emphasized four major accomplishments of the Board of Directors in the past year. "By coincidence," added Fortier with a wry smile, "those four points amount to a careful rewording of the four major objectives which he outlined at his instalment last year." But, as Fortier and others very well knew, the similarity of real achievements to original goals was no mere coincidence; it was a product of Keefler's unflagging determination and the hard work contributed by a number of directors.

The 1972 annual meeting was a lively one. Hugh Hallward, newly elected president of the Graduates' Society, explained that having given careful consideration to the place of the Society in the university community, he was well prepared to develop a positive program in that sphere.

David Bourke, originally slated to be this year's first vice-president, but who will instead take on the new post of executive assistant in the principal's office, submitted the "action plan" of the Society's Program Committee. The plan recommended that all Montreal area programs be coordinated through a permanent committee representative of the Young Alumni, the Alumnae Society, and the McGill Society of Montreal to better facilitate the promotion of common goals and to avoid needless duplication of effort. The recommendation is to take effect immediately.

It was then announced that Pierre Lamontagne would be first vice-president for 1972-73, with Charles McCrae assuming the second vice-presidency, the post for which Lamontagne had originally been nominated. At the meeting, McCrae reported on the Society's finances, pointing out that a cost benefit analysis of the Society's budgeting had shown certain areas of fund allocation, such as computer expenses, to be deserving of cost reductions. He accepted responsibility for following up those reductions during his term in office. Referring to the Society's not so cheerful financial situation, Keefler mentioned that he had done his best to "put our house in order. But," he quipped, "that was relatively easy – we've just moved into a new house!"

The most startling announcement of the meeting was that after twenty-seven years of untiring service to the Society and the university, D. Lorne Gales was resigning from his post as executive director of the Graduates' Society. Those in attendance accorded Gales a standing ovation, a spontaneous gesture of appreciation for the outstanding leadership "Mr. McGill" has given to alumni work in North America. Having at one time or another done every job in the association, Lorne Gales is now moving on to the most challenging position of his McGill career. As executive director of the McGill Fund Council, he will be guiding the development campaign of the seventies.

As the Society's new executive director, J. Grant Fletcher, BEng'48, takes over where Gales left off. Fletcher joined the Graduates' Society last March after several directors persuaded him to apply the skills and business acumen he had acquired as executive vice-president of Francis Hankin & Co. Ltd. to the Society's budgeting problems. After six months with Grant Fletcher as administrative officer, Society staff have become accustomed to his relaxed, yet efficient, work habits. Fletcher firmly believes that the Society should gradually extend its involvement in university government, student relations, recruitment, and public relations. He will, in all likelihood, spearhead effective action to achieve that goal.

Once the more serious business had been completed, the 200 graduates and friends who attended the meeting were treated to the first showing of the Graduates' Society's newest documentary film, *A Time to Remember*, which includes a series of flashbacks to key turning points "in the checkered history of McGill." The audience's enthusiastic response to the première delighted Lorne Gales, who had commissioned the film, and pleased both Bruce Anderson, McGill professor of architecture, the film's producer, and Ted Remerowski (of *Images* fame), its director. Branch programming officers would be wise to bear the film in mind when planning future activities. It is both well done and entertaining and will surely enhance McGill meetings around the world.

The annual meeting was just the start of an active reunion weekend. By far the most popular of the variety of reunion events was the Saturday afternoon lecture by Buckminster Fuller, sponsored by Greenshields Inc. Fifteen hundred graduates and current students flocked to hear the world-famous, seventy-seven-year-old architect express his ideas on subjects ranging from prehistory to the effects of modern technology. He spoke for almost three hours to an audience awed by the openness and creativity of his thinking. Near the end of his talk, the atmosphere in the Leacock Building auditorium had a kind of electricity, which could only have been generated by a man who had compelled his listeners to think in fresh and exciting ways. □

Tom Thompson is acting alumni director.